



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education
and Georgian language preparation educational programme

English Philology, Master's program

LTD University of Georgia

Evaluation Date: 6th of March 2026

Report Submission Date: 8th of April 2026

Tbilisi

Information about a Higher Education Institution ¹

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Nihada Delibegović Džanić, University of Tuzla, Bosnia and Herzegovina
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ინგლისური ფილოლოგია
Name of Higher Education Programme (in English)	English Philology
Level of Higher Education/programme	Master's
Qualification to be Awarded ²	Master of English Philology
Name and Code of the Detailed Field	0231 - Language Acquisition
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	English
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	№ 794250, 28/06/2022;
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	-

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

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

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme**

The Master's Program "English Philology" is a graduate program offered at the University of Georgia and delivered in English. The primary aim of the program is to train highly qualified specialists who possess advanced theoretical knowledge and research skills in the field of English philology and are capable of applying relevant linguistic, literary, and interdisciplinary approaches in academic and professional contexts.

The program focuses on the in-depth study of the English language, its historical development and dynamics, as well as the relationship between language, culture, society, and mental representations. It is mentioned in the study program that students develop comprehensive knowledge of modern linguistic theories, literary analysis, and interdisciplinary perspectives involving linguistics, literature, cultural studies, and sociology. The program also emphasizes the development of advanced communication skills (C1 level), intercultural and professional communication competencies, project management skills, and the ability to conduct independent research while adhering to academic ethics and responsibility.

To be awarded the Master's diploma in English Philology, the student must complete 120 ECTS credits, including 108 ECTS from core courses (which include the Master's thesis worth 30 ECTS) and 12 ECTS from elective courses within the program.

▪ **Overview of the Accreditation Site Visit**

The site visit took place on the 6th of March. On the 2nd of March, the expert panel held a preparatory meeting with the representative of the NCEQE, thanks to a Zoom link provided by the NCEQE. During this preparatory meeting, the necessary issues related to the evaluation were discussed and sufficiently clarified. The panel of experts was effectively supported by the representatives of the NCEQE during the whole process. The efficient interpretation during the visit was provided by NCEQE.

The panel, and specifically the chair, expresses their deepest gratitude to all involved in the preparation of the site visit. Special gratitude is expressed to the representatives of NCEQE who made sure that the whole process goes smoothly. The report was written by the whole team and general consensus on comments and assessments was reached. The chair of the panel expresses her deepest gratitude to the whole team for their active and efficient participation.

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

Regarding the education programme compliance with the standards it could be said that that the programme generally meets the established standards, with most components assessed as either "complies" or "substantially." Within the first standard program objectives and learning outcomes fully comply with requirements, while their evaluation mechanisms, as well as the structure, content, and individual courses, are assessed as substantially compliant. The methodology and organization of teaching are likewise rated as substantially compliant overall, with full compliance in teaching methods and the development of practical and transferable skills, and substantial compliance in admission requirements and student assessment. Standards related to student achievements,

supervision, and support services are fully met. The provision of teaching resources, including human resources, supervisor qualifications, material resources, and financial sustainability, are also fully compliant, while [component on professional development of academic, scientific and invited staff](#) is substantially compliant. Finally, all aspects of quality assurance, including internal and external evaluation and programme monitoring, are assessed as compliant.

- **Recommendations**

1. It is recommended that staff involved in the implementation of the programme receive regular support and mandatory training to strengthen their competencies in the design, measurement, and analysis of learning outcomes. (component 1.3)
2. It is recommended that the programme review the current credit allocation across the curriculum, particularly within the elective component to ensure that students can select a broader range of courses and develop more individualized academic pathways aligned with their research interests. (component 1.4)
3. It is recommended that the programme review the distribution of ECTS credits as outlined in substandard 1.4. (component 1.5)
4. It is recommended to revisit the FCE requirement as a program admission prerequisite in order to ensure consistency across all internationally recognized language proficiency threshold levels. (component 2.1)
5. It is recommended that the assessment components and rubrics of certain courses be reviewed. Presenting the evaluation criteria in a structured rubric format with clearly separated categories would improve consistency and help students better understand expectations. (component 2.4)
6. It is recommended that the institution formalise a dedicated, structured training programme specifically targeting staff competencies in the design, measurement, and analysis of learning outcomes, delivered as a mandatory and recurring component of the annual professional development calendar for all staff involved in programme implementation. (component 4.3)

- **Suggestions**

1. A degree of conceptual and linguistic repetition can be observed across the categories of Knowledge and Understanding, Describes, and Skills. It is suggested to the University to consider streamlining these outcomes and ensuring a clearer progression from knowledge acquisition to analytical and applied skills. (component 1.2)
2. It is suggested that programme staff systematically incorporate mandatory readings from peer-reviewed journal articles, conference proceedings, and academic monographs into course syllabi in addition to coursebooks. (component 1.4)
3. The institution is encouraged to further strengthen and systematize existing feedback cycles, ensuring that recommendations and/or suggestions are consistently and promptly shared with staff and faculty. It is important to enhance the discussion and effective use of evaluation results to support continuous improvement (component 5.1)

- **Brief Overview of the Best Practices (if applicable)⁴**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

LTD University of Georgia was informed of the contents of the accreditation draft report submitted by the panel of experts and communicated to the National Center for Educational Quality Enhancement.

The HEI accepted most of the recommendations proposed by the panel of experts. In this section we first include all recommendations, followed by the argumentative position of HEI and additional elaboration by the panel of experts for the second recommendation.

1. It is recommended that staff involved in the implementation of the programme receive regular support and mandatory training to strengthen their competencies in the design, measurement, and analysis of learning outcomes. (component 1.3)

6. It is recommended that the institution formalise a dedicated, structured training programme specifically targeting staff competencies in the design, measurement, and analysis of learning outcomes, delivered as a mandatory and recurring component of the annual professional development calendar for all staff involved in programme implementation. (component 4.3)

Answer from the panel of experts:

The HEI shares the recommendations.

Argumentative position of the HEI:

We acknowledge and fully endorse recommendations 1 - 6, while providing additional explanations to clarify the rationale and context for each. Our intention in offering these clarifications is to ensure that the implementation of these recommendations is both transparent and aligned with the program’s objectives, operational practices, and strategic priorities. By elaborating on the underlying considerations for each recommendation, we aim to demonstrate our commitment to continuous improvement, evidence-based decision-making, and the enhancement of both teaching and learning outcomes within the program.

During the site visit, within the framework of the quality assurance session, representatives of the Quality Assurance Office delivered a comprehensive presentation outlining the institutional approach to both direct and indirect assessment of learning outcomes.

With regard to direct assessment, it was explained that learning outcomes are systematically evaluated through a digitalized platform. Within this system, course authors, in close collaboration with quality assurance representatives and the programme head, ensure the alignment of examination questions with the intended course learning outcomes. These assessment items are subsequently administered to students during final examinations.

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Following the completion and grading of exams by lecturers, the platform applies a predetermined algorithm, based on the mappings established by academic staff, to calculate the level of achievement for each learning outcome. This mechanism enables the identification of learning outcomes that have been fully achieved, as well as those requiring further reinforcement or corrective action.

It was clearly emphasized during the interviews that this process constitutes an integral part of the staff's routine academic practice. Lecturers receive continuous and structured support throughout all stages of assessment implementation, including both technical and substantive aspects. This support is provided through regular group and individual meetings, consultations, and ongoing technical assistance, delivered not only by representatives of the central Quality Assurance Office but also by school-level quality assurance managers and associated staff.

In addition, it was highlighted that the Quality Assurance Office plays a central role in organizing and facilitating professional development activities related to teaching and learning methodologies. In this context, particular reference was made to the institution's participation in an ERASMUS+ project focused on student-centered learning approaches, including case-based, problem-based, and project-based learning. It was further noted that certain methodologies, such as problem-based learning, had already been implemented within educational programmes prior to their formal incorporation into sectoral benchmark standards, demonstrating a proactive and innovative institutional approach.

Moreover, representatives of the Quality Assurance Office indicated that the institution is actively engaged in exploring the integration of artificial intelligence as an innovative teaching and learning methodology. Ongoing discussions are being held on key issues such as academic integrity, assessment systems, and the pedagogical implications of AI. Relevant information on these initiatives was also presented during the site visit, reflecting the institution's commitment to continuous enhancement and modernization of its educational practices.

We suppose that during the interview process, the staff may not have sufficiently presented detailed information regarding the UG platform, which, although relatively new, is already being effectively utilized in practice. The platform has been successfully integrated into daily program activities, demonstrating staff competence and familiarity with its functionalities.

We fully concur with the experts' recommendation to treat the specified competencies as a mandatory and recurring component of annual professional development for all staff involved in program implementation. In alignment with this recommendation, we have adhered, and intend to continue adhering, to the training program calendar, ensuring that all relevant personnel receive consistent and systematic professional development opportunities.

To this end, numerous meetings and trainings are to be held with academic and visiting staff. In particular:

1. Developing learning outcomes in higher education;

2. Applying measurable verbs of Bloom's Taxonomy in developing learning outcomes;
3. AI-driven platforms in developing and measuring learning outcomes;
4. Correlation between teaching and learning methods/strategies and learning outcomes of the teaching components.

It is our position that this recommendation does not pertain directly to the Quality Assurance Office, as we already provide structured and ongoing training for staff. These initiatives are designed to refine and enhance staff competencies in critical areas, including the design, measurement, and analysis of learning outcomes. We remain committed to continuing these efforts in the future, thereby ensuring that staff expertise is continuously strengthened in accordance with evolving educational standards and program requirements.

2. It is recommended that the programme review the current credit allocation across the curriculum, particularly within the elective component to ensure that students can select a broader range of courses and develop more individualized academic pathways aligned with their research interests. (component 1.4)

Answer from the panel of experts:

The panel acknowledges the programme's coherent ECTS structure and its balanced distribution of workload between compulsory and elective components. However, it emphasizes that the current elective allocation—limited to 12 ECTS—constrains students' ability to pursue meaningful specialization and to develop individualized academic pathways.

From a curricular design perspective, electives are not merely supplementary; they constitute the primary mechanism through which students align their studies with specific research interests and professional goals. A restricted elective component reduces curricular flexibility, limits exposure to diverse subfields, and may result in overly uniform learning trajectories. By contrast, a more substantial elective offering enables deeper engagement with selected areas, supports interdisciplinary exploration, and strengthens the connection between coursework and thesis development.

This rationale is reflected, albeit in different forms, in leading European MA programmes: electives typically constitute a substantial proportion of the curriculum and are organized into thematic clusters or specialization tracks (e.g., applied linguistics, discourse studies, multilingualism, translation, or cultural studies). This structure enables students to combine breadth with depth by selecting courses that progressively build expertise within a chosen domain.

Accordingly, alignment with the European Credit Transfer and Accumulation System should not be interpreted as requiring uniformity in curricular design; rather, it should facilitate structured flexibility and student-centered pathways. In this context, the panel recommends increasing the elective credit allocation beyond 12 ECTS (which are just 2-3 courses within

the current curriculum) and diversifying the range of elective courses. Such an adjustment would enhance curricular flexibility, enable students to construct coherent specialization profiles, and ensure that the programme more effectively supports differentiated academic and research trajectories in line with European higher education principles. The panel retains the recommendation.

Argumentative position of the HEI:

The recommendation was not adopted for the following reason: the program employs a consistent ECTS allocation framework that reflects the total student learning effort, rather than being based solely on contact hours. Mandatory courses are designed to provide the knowledge and skills aligned with the objectives of the program, while elective courses contribute equivalently to enhancing students' employment prospects. We believe that the allocation of equal credits ensures a balanced academic workload and maintains consistent expectations across all mandatory courses and elective offerings. This uniform credit structure also promotes curriculum coherence, supports fair and transparent assessment practices, and facilitates effective student progression. In the process of developing 1+1 program, the credit allocation of the course once again will be reviewed.

3. It is recommended that the programme review the distribution of ECTS credits as outlined in substandard 1.4. (component 1.5)

Answer from the panel of experts:

The HEI shares the recommendation.

Argumentative position of the HEI:

We fully concur with the experts' recommendation on the course "Research Methods in Linguistics". In the 1+1 program the course credit allocation will be changed from 3 to 6 ECTS. Given that the primary emphasis of the 1+1 program is on the research component, we concur with the experts' viewpoint regarding the appropriateness of increasing the credits allocated to the course to enhance the overall student workload. This adjustment ensures better alignment with the program's research orientation and supports the development of advanced academic competencies in the second year. We also concur with the experts' recommendation on the course "Business Communication". In 1+1 program student's workload will be modified by reducing the hours of independent work (from 96 to 48 hours), by increasing the hours allocated for quizzes (from 4 to 12 hours) and by integrating final presentation (40 hours). We concur with the experts' recommendation regarding the course "Business Communication," as the proposed revisions ensure a more balanced and pedagogically sound distribution of student workload within the 1+1 program structure. Specifically, the adjustment reduces the volume of independent work (from 96 to 48 hours), thereby preventing excessive self-directed burden, while increasing the time allocated to quizzes (from 4 to 12 hours) to enhance continuous assessment and reinforce learning outcomes. In addition, the integration of a final presentation component (40 hours) strengthens the practical and applied dimension of the course, fostering the development of essential communication competencies. Collectively, these modifications improve the alignment between learning activities, assessment methods, and intended learning

outcomes, thereby enhancing the overall effectiveness and coherence of the course. We concur with the experts that clearly specified assessment components ensure continuity in the evaluation process and support sustained student engagement. This modification was endorsed by students during discussions at the Program Development Council, as well as by the course supervisor. It has therefore been formally adopted and implemented within the program.

4. It is recommended to revisit the FCE requirement as a program admission prerequisite in order to ensure consistency across all internationally recognized language proficiency threshold levels. (component 2.1)

Answer from the panel of experts:

The HEI shares the recommendation.

Argumentative position of the HEI:

We concur with the experts' recommendation regarding to revisit the FCE requirement as a program admission prerequisite. The modification is reflected in the program attached.

5. It is recommended that the assessment components and rubrics of certain courses be reviewed. Presenting the evaluation criteria in a structured rubric format with clearly separated categories would improve consistency and help students better understand expectations. (component 2.4)

Answer from the panel of experts:

The HEI shares the recommendation.

Argumentative position of the HEI:

We concur with the experts' recommendation regarding the assessment system of the course "Project Management" as the proposed revisions ensure full transparency and understanding for students. In the assessment format of the course key dimensions such as structure and organization, argumentation, use of literature, academic writing standards (APA), and clarity of presentation were integrated. Specifically, the relevant descriptors will be integrated in the mid and final exams' assessment format.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
 - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

The MA in English Philology programme is implemented by a total of 16 staff members, comprising academic, , international, and invited personnel. Of these, 12 are full academic staff

distributed across 4 Professors and 8 Associate Professors. The programme additionally engages 4 invited staff members and 2 international (foreign) teaching staff, reflecting the programme's commitment to internationalisation. No scientific staff positions are currently filled.

Of the 10 affiliated academic staff, 3 hold the rank of Affiliated Professor and 7 hold the rank of Affiliated Associate Professor. 9 of the 16 staff members hold a PhD degree in the sectoral direction — that is, in English philology, linguistics, literature, or a directly related field — satisfying all qualification requirements established by Georgian legislation and the University's internal personnel policy. Staff qualifications are documented in personal files held by the Human Resources Office.

The ratio of all staff to enrolled students (3.20:1) considerably exceeds minimum requirements, ensuring each student benefits from intensive academic engagement and adequate consultation hours. The ratio of academic staff to invited staff (3:1) ensures that core content and research components are primarily delivered by fully affiliated academic staff.

The programme has 9 qualified thesis supervisors, all holding doctoral degrees and demonstrating active research engagement. Against 5 active Master's students, this yields a ratio of 1.80 supervisors per student — an exceptionally favourable supervisory environment that enables sustained, high-quality individual guidance throughout each student's research and thesis-writing process. Each supervisor's workload scheme is updated on a semester basis and incorporates teaching obligations, research activities, supervision hours, and dedicated consultation time. Supervision is formally recognised and resourced as a distinct professional duty within staff workload calculations.

Table 1. Staff Composition

Staff Category	Number
Total staff involved in the programme	16
Total academic staff	12
<ul style="list-style-type: none"> ● Professor 	4
<ul style="list-style-type: none"> ● Associate Professor 	8
<ul style="list-style-type: none"> ● Assistant Professor / Assistant 	0
Scientific staff	0
Total affiliated academic staff	10

• Affiliated Professor	3
• Affiliated Associate Professor	7
International (foreign) staff involved in teaching	2
Invited staff	4
Staff holding PhD in the sectoral direction	9
Number of thesis supervisors (Master's)	9

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The academic staff involved in the MA in English Philology programme demonstrate strong and sustained scientific productivity. Over the past five years, programme staff have produced a total of 310 scientific outputs across all categories. The breakdown by publication venue and conference type is presented in Table 2 below:

Table 2. Scientific and Research Output of Programme Staff (Last 5 Years)

Scientific / Research Indicator (Last 5 Years)	Count
Publications in international peer-reviewed journals	132
Publications in local peer-reviewed journals	38
Total publications (all categories)	310
Presentations at international conferences	114
Presentations at local conferences	26
Other scientific/research indicators	0

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);

Over the past five years, the academic staff of the MA in English Philology programme has demonstrated exceptional continuity, with no departures recorded among the core academic

staff contingent. The invited staff category shows a modest turnover rate consistent with the nature of invited appointments.

Table 3. Staff Turnover

Staff Category	New Staff	Staff Who Left	Turnover	Retention
Academic Staff	2	0	0.0%	100%
Invited Staff	2	1	28.6%	66.7%

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

The programme has been admitting students across four cohorts. Each academic year, 5 student places are announced. Applicant and enrolment numbers have shown a positive upward trajectory, with the fourth cohort achieving full enrolment capacity (8 enrolled against 5 announced places, reflecting strong demand and overenrolment). The table below presents applicant and enrolment data across all cohorts.

Table 4. Applicants and Enrolled Students by Cohort

Indicator	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Student places announced	5	5	5	5
Total applicants	4	4	5	5
Enrolled individuals	3	3	4	8
of which: foreign students enrolled	0	0	2	0

Student progression data, presented in Table 5, demonstrates strong retention rates across cohorts. Of particular note, Cohort 4 achieved 100% second-year retention. Cohort 1 and Cohort 2 both show 100% third-year retention among students who advanced to that stage, indicating a highly supportive academic environment and effective supervision. No students have been recorded with terminated or suspended status across any cohort.

Table 5. Student Progression by Academic Year and Cohort

Academic Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Year 1 (active)	—	—	—	—	—
Year 2 (active)	3 (60%)	3 (60%)	4 (80%)	8 (100%)	—
Year 3 (active)	3 (100%)	3 (100%)	2 (50%)	—	—
Students with terminated status	—	—	—	—	—
Students with suspended status	—	—	—	—	—

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

During the implementation period of the programme, students were actively involved in scientific and research projects, including activities such as scientific papers, conferences, exhibitions, and internships. This involvement was reflected in the programme's indicator score of 9.

The graduate employment rate over the past five years stands at 100%, indicating a direct alignment between the qualifications and the job market.

The programme also had one student who participated through external mobility.

- **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.**

The HEI did not mention the SER 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. It remains unclear why this important aspect was omitted.

However, the NCEQE provided the previous Monitoring report from 2023 and here we provide the summary of the recommendations from that report:

Standard 1.5

It is recommended to review and update the study literature by incorporating both the latest academic and scientific publications as well as articles, empirical materials, and research results reflecting recent trends and containing authentic language, particularly for seminar and practical work.

It is recommended to review and modify the number of credits assigned to the courses within the program, including the time allocated for contact hours and independent study, taking into account the complexity of the material and learning requirements, in order to better align them with the specificity and content of each course.

It is advisable to clearly distinguish and specify mandatory and supplementary literature in the course syllabi in order to support and facilitate students' independent learning.

Standard 2.3

It is recommended to distinguish teaching methods from activities in the syllabus of the course "Project Management", which will make the achievement of the intended learning outcomes clearer and more transparent.

Standard 2.4

It is recommended to review the assessment components and rubrics of individual courses and better align them with the specific nature and learning outcomes of the respective subjects.

Information on Sharing or Not Sharing the Reasoned Position in the Monitoring Report:

After reviewing the reasoned position submitted by LLC University of Georgia, the recommendation issued in relation to Standard 2.3 was modified; specifically, the course to which the recommendation referred was clarified.

As for the recommendations issued regarding other components, the program implementation staff fully agreed with them, taking into account the analysis of the circumstances reflected in the report. At this stage, the literature has practically already been updated, the syllabi have been revised, and technical shortcomings have been eliminated.

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

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

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

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

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[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

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 HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

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

The program's objectives are clearly defined, practical, and achievable. They take into account the specific nature of the discipline, the study level, and the educational program itself. These objectives outline the knowledge, skills, and competencies students are expected to acquire, while also showcasing the program's contribution to the growth of the field and society. Graduates emerge as highly qualified professionals, ready to make valuable contributions to the education sector and society at large.

The objectives align with the mission, goals, and strategic direction of the higher education institution (HEI). As stated in the HEI's mission, the institution strives for innovation and excellence while fostering democratic development for the benefit of Georgia and humanity. This program reflects the institution's commitment to social responsibility, emphasizing priorities that extend beyond profit-driven motives. It offers broad prospects for the country's future intellectual leaders. The learning objectives are consistent with the relevant qualification level, the specific field descriptors, and the degree to be awarded.

These objectives also correspond with labor market demands and support graduates in advancing to the next stage of education. Market research was conducted by the HEI to explore employment opportunities for graduates of the Master's Program in English Philology at the University of Georgia in both local and international organizations, universities (public and private), the publishing sector, schools, research institutions, and other educational and scientific entities. Interviews confirmed that there is a genuine demand for specialists in this field.

According to the Self-Evaluation Report (SER) and interview findings, the learning objectives also reflect the program's internationalization.

The program takes into account both local and international labor market demands for graduates of the Master's Program in English Philology by actively engaging stakeholders (potential employers and academic staff) in the self-evaluation process, especially in formulating the program's learning outcomes. This collaboration with employers was confirmed during interviews.

Such involvement helps ensure the successful employment of program graduates in both public and private sectors that require English-speaking specialists with relevant theoretical knowledge and practical skills in English philology.

It was stated in the SER, and also confirmed during the visit, that to understand the needs of the local labor market and international trends, and to gather data for a comprehensive self-evaluation of the program, benchmarking is carried out during the self-evaluation process. This research compares the program with similar English-language programs both locally and internationally, ensuring that graduates meet the demands of both labor markets. Interviews also confirmed that the learning objectives are well understood and supported by all stakeholders involved in the program.

Evidences/Indicators

- The study program;
- Labor market research report;
- Employer survey results;
- Interview results;
- University website.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Complies

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➤ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The learning outcomes of the Master's programme describe the knowledge and skills that a student possesses upon completion of the Master's programme. The learning outcomes comply with the objectives of the programme, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the classifier of fields of study. The learning outcomes are based on the Sectoral Benchmark. A comparison of the programme learning outcomes with the requirements defined in the Sectoral Benchmark for Language Acquisition (Section 3.2, Master's Studies) indicates that the programme outcomes are generally consistent with the expectations established for master's-level education in the field. In terms of knowledge and understanding, the benchmark requires graduates to demonstrate in-depth and systematic knowledge of the target language, its cultural and social environment, and key issues related to linguistics and related disciplines. The programme learning outcomes correspond to these requirements by emphasizing knowledge of the interrelationship between language, culture, and social behavior; the paradigms, trends, and theories of modern linguistics; the history and development of the English language; and the principles of literary analysis within linguistic and sociocultural contexts. These outcomes reflect the benchmark's expectation that graduates should be able to identify and describe key issues related to the target language and apply modern theoretical and methodological approaches.

Regarding skills, the sectoral benchmark highlights the ability to use the target language effectively in written and oral communication, critically analyze developments in the language and its sociocultural environment, analyze and synthesize information from different perspectives, and demonstrate communication, presentation, and research skills. The programme learning outcomes align well with these requirements, as graduates are expected to critically analyze linguistic changes and theoretical approaches, interpret literary texts in various contexts, synthesize theoretical and methodological approaches in research, and produce well-structured written and oral texts. Additionally, the outcomes emphasize effective communication in intercultural and professional contexts, information retrieval, analytical reasoning, and the presentation of ideas to both specialist and non-specialist audiences using modern information and communication technologies, which corresponds to the benchmark's emphasis on research competence, communication, and problem-solving skills. In terms of responsibility and autonomy, the sectoral benchmark expects graduates to demonstrate the ability to conduct independent research and professional work, operate in different academic or professional

environments, and adhere to democratic principles, intercultural awareness, and academic integrity. The programme learning outcomes reflect these expectations by emphasizing independent research work, responsibility for professional development, and adherence to the principles of academic honesty in preparing research papers and the master's thesis. At the same time, the programme promotes analytical thinking and the ability to synthesize and present research data. Overall, the learning outcomes of the programme are aligned with the sectoral benchmark requirements for master's studies in language acquisition.

They are measurable, achievable and realistic. The study program states that after completing the program, the graduate possesses knowledge of the interrelationship between language, culture, mental representations, and social behavior, as well as the main paradigms, trends, and concepts of modern linguistics, including the principles for constructing objects of linguistic study and the explanatory potential and practical significance of contemporary linguistic theories and research approaches. The graduate understands the principles of text construction at C1 level with various communicative intentions and applies strategies and ethical norms of effective intercultural and professional (business) communication. In addition, the graduate is familiar with the principles of analyzing works of fiction in relation to linguistic and sociocultural contexts, as well as philosophical, aesthetic, political, and social perspectives, and understands the methods and tools of project management and the specifics of the project life cycle. The graduate is able to describe the history and development of the English language using knowledge of historical linguistics, explain the relationship between linguistic, cultural, and social perception, and characterize the relations among branches of linguistics and the dynamics of linguistic thought and paradigms in modern linguistics. The graduate can also describe procedures for processing literary texts based on structuralist and cognitive semantic approaches and other relevant theoretical and methodological frameworks. The graduate demonstrates a range of skills, including the ability to critically analyze the causes of changes in the English language and evaluate methodological approaches, paradigms, and theories relevant to philological research. The graduate is capable of interpreting works of fiction in linguistic, sociocultural, philosophical, aesthetic, political, and social contexts, and of synthesizing theoretical and methodological approaches while conducting linguistic research and literary analysis. Furthermore, the graduate can produce well-structured written and oral texts with various communicative intentions, using appropriate strategies, styles, organizational patterns, and cohesive devices, and can communicate effectively in intercultural and professional contexts while adhering to ethical standards. The graduate is also able to prepare and manage projects, seek and evaluate information from various sources, formulate reasoned conclusions

on issues relevant to philology, and present ideas clearly and coherently to both specialists (such as philologists and language teachers) and non-specialists using modern information and communication technologies. In terms of responsibility and autonomy, the graduate applies systemic and in-depth knowledge of philology, recognizes the complexity and interdisciplinary nature of the field, adheres to the principles of academic integrity, and takes responsibility for professional development by comparing, contrasting, synthesizing, and presenting data in academic works such as term papers, small-scale research projects, and the master's thesis. It was confirmed during the visit that the development of the learning outcomes involved all relevant stakeholders. During the interview sessions, employers emphasized that the university had considered their suggestions and initiatives and development of relevant skills which was considered by the head of the program and the Program Development Council. A degree of conceptual and linguistic repetition can be observed across the categories of Knowledge and Understanding, Describes, and Skills, particularly regarding modern linguistic paradigms, literary text analysis, and the relationship between language, culture, and society. The University may consider streamlining these outcomes and ensuring a clearer progression from knowledge acquisition to analytical and applied skills.

Evidences/Indicators

- Study programme
- Syllabi
- Alignment of study courses with learning outcomes
- Sectoral Benchmark
- Interviews

Recommendations:

- None

Suggestions for the Programme Development

- A degree of conceptual and linguistic repetition can be observed across the categories of Knowledge and Understanding, Describes, and Skills. It is suggested to the University to consider streamlining these outcomes and ensuring a clearer progression from knowledge acquisition to analytical and applied skills.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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1.2 Programme Learning Outcomes

Select Appropriate
Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The mechanism for evaluating programme learning outcomes is outlined in the self-assessment report and is based on the “Educational Program Regulation” approved by the Rector’s Council on November 24, 2020 (Protocol No. 51/20).

The programmes include a compatibility map that links programme objectives with learning outcomes. In addition, the programme curriculum map demonstrates the alignment between course learning outcomes and programme learning outcomes, indicating the level at which each programme learning outcome is developed and achieved.

The aforementioned regulation provides a general description of the evaluation mechanism. It states that the system and periodicity of learning outcome assessment consider the specific characteristics of the field and include appropriate assessment forms and methods that enable the measurement of students’ achievement of programme learning outcomes. The implementation of this mechanism involves monitoring the evaluation process, analyzing students’ academic performance (as a direct method of assessing learning outcomes), and comparing the results with predefined target benchmarks. For each programme learning outcome, a target benchmark has been established to reflect the expected level of student achievement.

However, the described mechanism remains rather general and does not clearly identify the specific courses that play a key role in achieving the programme learning outcomes, nor does it specify particular methods or activities for assessing these outcomes using predetermined indicators within the English Philology programme.

In addition, the University applies an indirect method for evaluating programme learning outcomes. For this purpose, survey instruments for graduates and employers have been developed, through which both groups assess the learning outcomes achieved within the programme. The University conducts these surveys annually, and the results are analyzed to determine the extent to which the programme outcomes correspond to the established target benchmarks.

The University also provided the document in which it was stated Direct assessment of program learning outcomes. It is stated in the document that this process is implemented through the University's internal platform, Online UG. The platform connects the assessment process with learning outcomes in a systematic way by integrating programme learning outcomes, course learning outcomes, examination and assessment tools (such as open-ended questions and topics), as well as other activities within the learning process. The direct assessment mechanism includes several stages. First, learning outcomes are linked to specific assessment tools, meaning that each outcome is connected in advance to relevant examinations and questions. Second, the system automatically gathers students' academic performance data at both individual and group levels. Third, the Online UG platform calculates the level of achievement of each learning outcome through an algorithm. Finally, the mechanism enables the evaluation of both individual and group competencies, identifying which competencies have been fully achieved, which require strengthening, and which need correction. Direct assessment of programme learning outcomes is conducted at least once per year, while the Quality Assurance Service reviews the quality of this process at least once every two years. Based on the analysis of the results, the Programme Development Council (PDC) prepares recommendations that are incorporated into proposed programme revisions and subsequently submitted to the Programme Accreditation Council (PAC) for approval.

However, academic/scientific and invited teaching staff involved in the program are not sufficiently familiar with the methods used to assess learning outcomes. Even the head of the program was unable to provide precise information on how the mechanism for evaluating learning outcomes functions in practice. It is therefore recommended that the staff responsible for program implementation receive regular support and mandatory training aimed at developing their competencies in the design, measurement, and analysis of learning outcomes.

Evidences/Indicators

- Study program;
- Educational Program Regulation
- Employer survey results;
- Analysis of student and academic staff survey results;
- Learning outcomes map;
- Direct assessment of learning outcomes document
- Interviews

Recommendations:

- It is recommended that staff involved in the implementation of the programme receive regular support and mandatory training to strengthen their competencies in the design, measurement, and analysis of learning outcomes.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Select Appropriate Substantially

1.4. Structure and Content of Education Programme

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

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

The Master's Programme in English Philology is developed in accordance with the Higher Education Institution's (HEI) established methodology for planning, designing, and developing educational programmes. The programme complies with institutional regulations and the national legislation of Georgia, and it is fully aligned with the European Credit Transfer and Accumulation System (ECTS). The overall design, structure, and content of the programme ensure coherence between programme learning outcomes, course content, and the qualification to be awarded.

The programme structure is logically organised and reflects the second cycle of higher education (Master's level). It comprises 108 ECTS credits, distributed across core courses, elective courses, and the Master's thesis (30 ECTS). The curriculum supports the progressive development of knowledge and competences through a sequence of interconnected courses that integrate linguistic, literary, and interdisciplinary perspectives. Foundational courses such as *Academic Writing and Research*, *Modern Linguistics*, *English Language in Time and Space*, and *Text and Context* introduce students to the core theoretical and methodological frameworks of English philology. These are followed by more advanced courses, including *Paradigms and Trends in Modern Linguistics*, *Language, Culture and Society*, *Intercultural Communication*, and *Literary Theory*, which further develop students' analytical and research-oriented competences.

The programme integrates teaching and research components in a logical sequence that prepares students for independent scholarly work culminating in the MA Thesis in English Philology. Research-oriented competences are developed through courses such as *Research Methods in Linguistics* and *Academic Writing and Research*, which aim to strengthen methodological awareness, analytical abilities, and academic writing skills.

In addition, the programme offers a diverse range of elective courses that allow students to explore specialised topics across linguistics, literature, discourse studies, and education. These include courses such as *Applied Linguistics*, *Discourse Analysis*, *Sociolinguistics*, *Pragmatics*, *Language and Gender*, *Media Discourse*, and *Utopian and Dystopian Literature*. The elective component contributes to the individualisation of the learning pathway, enabling students to deepen their expertise in areas aligned with their academic interests and professional aspirations.

The curriculum mostly reflects current developments in linguistics, literary studies, and interdisciplinary research, ensuring that students engage with contemporary theoretical frameworks (for example, the courses such as *Paradigms and Trends in Modern Linguistics*, *Modern linguistics*, *Sociolinguistics*, etc) The programme also incorporates elements of internationalisation, including the use of foreign-language academic literature and courses addressing global linguistic, cultural, and social processes. However, although the courses include a considerable amount of adequate course-books and practical guides, the course syllabi do not give enough information about the inclusion of mandatory scholarly publications. To clarify more, the majority of weekly learning materials rely primarily on coursebooks and practical teaching guides. In most cases, the weekly structure of the

syllabus is organized around chapters from a single core textbook, with limited reference to recent peer-reviewed scholarly publications. This pattern suggests that the courses emphasize structured instructional materials rather than engagement with diverse scientific literature. Therefore, it would be desirable to intensively integrate mandatory readings from peer-reviewed journals, conference proceedings, and academic monographs to familiarize students with current research trends and methodologies. This suggestion is particularly relevant in light of the graduate interview results, which showed that students were primarily familiar with searching for academic sources through Google Scholar and Academia.edu. At the same time, there was little indication of their engagement with major scholarly databases to which the university provides institutional access, such as Scopus and Web of Science. Strengthening the integration of peer-reviewed literature in the syllabi could therefore encourage more systematic use of these comprehensive academic resources and support the development of students' research competencies.

Another point suggested to reconsider is the credit allocation. Although the programme structure generally follows the ECTS framework and ensures a balanced distribution of courses across semesters, the credit allocation among individual courses appears relatively uniform, which may not fully reflect the actual workload and academic demands of different subjects. With the exception of two courses—*Research Methods in Linguistics* (3 ECTS) and *Text and Context* (9 ECTS)—all other courses in the programme are assigned 6 ECTS credits, despite notable differences in learning activities, expected outcomes, and independent study requirements.

Reconsidering the credit distribution could also contribute to greater curricular flexibility. Currently, students are able to select only two elective courses, as most electives carry 6 ECTS credits within a total elective allocation of 12 credits. Redistributing credits or diversifying the credit values of elective courses could enable students to choose a wider range of subjects and pursue more specialised areas of interest within linguistics, literature, or applied language studies. Such adjustments would increase student autonomy in shaping individual academic trajectories and support deeper engagement with specific research interests.

The revision process also revealed that the development and revision of the programme are conducted through a collaborative process involving multiple stakeholders, including academic staff, visiting scholars, students, graduates, and employers. This collaborative approach was evident during the site visit, where strong interaction between programme staff and stakeholders was observed. Stakeholder feedback contributes to the continuous improvement of the programme's content, structure, and relevance to both academic and professional contexts. For example, suggestions offered by potential employers during interviews were acknowledged and considered by the programme staff as part of ongoing programme enhancement.

Information regarding the programme structure, courses, and learning outcomes is publicly available through the university website and official programme documentation, ensuring transparency and accessibility.

Overall, the programme demonstrates a coherent and logically structured curriculum aligned with institutional regulations, national legislation, and international academic standards. With targeted

adjustments aimed at improving credit distribution, curricular flexibility, and research capacity, the programme could further strengthen its ability to support diverse student interests and foster advanced scholarly development.

Evidences/Indicators

- English-language Master’s Program in English Philology;
- Course Syllabi;
- Learning outcomes map;;
- Law of Georgia “On Higher Education”;
- Classifier of fields of study.
- Site visit results

Recommendations:

- It is recommended that the programme review the current credit allocation across the curriculum, particularly within the elective component to ensure that students can select a broader range of courses and develop more individualized academic pathways aligned with their research interests.

Suggestions for the Programme Development

- It is suggested that programme staff systematically incorporate mandatory readings from peer-reviewed journal articles, conference proceedings, and academic monographs into course syllabi in addition to coursebooks.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Select Appropriate Substantially

1.5. Academic Course/Subject

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

➤ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

The program revision activities and especially the analysis of syllabi indicates that the learning outcomes of courses within the main field of study are clearly aligned with the programme learning outcomes. Core courses such as *Modern Linguistics*, *English Language in Time and Space*, *Text and Context*, *Paradigms and Trends in Modern Linguistics*, and *Literary Theory* contribute directly to the development of the knowledge and analytical skills defined at the programme level.

These courses support the programme's objective of developing advanced theoretical knowledge in linguistics and literary studies, as well as the ability to critically analyze language, literature, and sociocultural contexts. The logical sequencing of courses across semesters demonstrates a progressive development of competencies, moving from foundational theoretical knowledge to advanced analytical and research-oriented skills.

The content of individual academic courses corresponds to the intended learning outcomes, as evidenced by the thematic structure and learning activities described in the syllabi. Courses integrate theoretical instruction with analytical tasks, research activities, and academic writing assignments that allow students to apply and synthesize philological knowledge. For example, courses focusing on linguistics and literary theory provide students with the conceptual frameworks necessary for critical interpretation, interdisciplinary analysis, and independent research, which are reflected in the programme learning outcomes.

Regarding the credit distribution across individual courses, as mentioned above (see section 1.4 for more details), the program demonstrates a uniform ECTS allocation system which may limit the alignment between ECTS credit values and the actual student workload as well as academic demands of different courses. In particular, for example, the course *Research Methods in Linguistics* carries only 3 ECTS credits, even though it requires students to develop essential research skills and complete a mini research project. Such tasks typically involve substantial time devoted to literature review, data collection, analysis, and academic writing, which is likely to exceed the currently allocated 28 hours of independent work. Considering the central role of methodological training in preparing students for the Master's thesis, the current credit allocation may underestimate both the workload and the academic significance of this course.

At the same time, the majority of other courses- mandatory and electives among them are allocated 6 ECTS credits irrespective of the methodological and course specific variations. For instance *Business Communication* includes approximately 96 hours of independent work, despite their learning outcomes not necessarily requiring the same degree of research-based engagement as methodological courses. This discrepancy suggests that the current credit distribution may not consistently correspond to the relative complexity and academic demands of different courses.

In light of these considerations, it is recommended that the programme revisit the credit allocation across individual courses in order to ensure a more accurate alignment between course workload, learning outcomes, and assigned ECTS credit values, particularly with regard to the development of research competences at the Master’s level. For example, increasing the credit value of research-oriented courses, such as *Research Methods in Linguistics*, could strengthen students’ preparation for independent research and more adequately reflect the academic demands of graduate-level study. At the same time, a careful review of other courses with respect to their learning objectives, expected student workload, methodology used and the time allocated for independent study would further support the overall level and core objectives of the MA programme in English Philology. The corresponding recommendation is detailed in 1.4. Substandard.

Evidences/Indicators

- English-language Master’s Program in English Philology;
- Course Syllabi;
- Learning outcomes map;;
- Law of Georgia “On Higher Education”;
- Classifier of fields of study.
- Site visit results

Recommendations:

- It is recommended that the programme review the distribution of ECTS credits as outlined in substandard 1.4.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Select Appropriate Substantially

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

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

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

2.1 Programme Admission Preconditions

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

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

Based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit, the following can be stated:

The admission requirements for the Master's educational programme are designed to ensure that candidates possess the relevant knowledge, skills, and competences necessary for successful completion of the programme and achievement of the intended learning outcomes. The admission procedures are consistent with the legislation of Georgia and are transparent, fair, and publicly accessible through the programme documentation, the university website, and other communication channels.

Admission Criteria for Citizens of Georgia: Applicants to the Master's programme are admitted based on the results of the Unified National Examinations for Master's programmes. In accordance with the Decree №224/5 (29 December 2011) of the Minister of Education and Science of Georgia, candidates may also be admitted through alternative procedures which include:

- a written examination in English,
- an interview in the specialty field,
- administrative registration, and
- the final decree of the University President confirming admission.

These procedures ensure that candidates demonstrate the academic preparation and field-related competence necessary for the programme.

Admission Criteria for International Applicants: Foreign applicants who have completed higher education abroad, obtained an equivalent qualification, completed the last two years of higher education abroad, or lived and studied abroad for at least two years in accredited higher education institutions are admitted to the programme without taking the Unified National Examinations for Master's programmes. Their admission is conducted in accordance with Decree №224/5 (29 December 2011) of the Minister of Education and Science of Georgia and follows the established institutional procedures.

Since the programme is delivered in English, applicants must demonstrate English language proficiency at a minimum B2 (Upper-Intermediate) level according to the Common European Framework of Reference for Languages (CEFR). This requirement ensures that students can

successfully participate in academic discussions, comprehend academic texts, and complete written assignments required by the programme.

English language competence can be confirmed through one of the following options:

1. University English Examination – Candidates may take the university-administered English test with a minimum threshold of 70%.
2. Internationally Recognized English Language Certificates, including:
 - TOEFL iBT – minimum score 80,
 - IELTS Academic – minimum Band 6,
 - PTE General – minimum Level B2,
 - FCE (First Certificate in English) – minimum Grade B.

The minimum B2 proficiency level aligns with the academic demands of a Master’s programme and corresponds to internationally recognized benchmarks used by many higher education institutions. Besides, the use of several internationally recognized examinations allows flexibility for applicants while maintaining consistent language proficiency standards.

It is noteworthy that the program has estimated scores for TOEFL, IELTS, PTE, and FCE, that mostly correspond to CEFR B2 level performance, ensuring comparability across different testing systems. However, the requirement specifying FCE Grade B as the minimum acceptable level may require reconsideration. According to internationally recognized equivalence scales aligned with the CEFR B2 level, FCE Grade C is generally considered to represent B2 performance, while Grades A and B indicate performance at the higher range of B2 or approaching C1. In this context, the current requirement appears inconsistent with the programme’s other accepted language benchmarks. For example, TOEFL iBT (minimum score 80) and IELTS (Band 6) are widely recognized as standard indicators of B2-level proficiency, which corresponds to the level typically demonstrated by FCE Grade C holders.

Therefore, given this equivalence, the rationale for requiring FCE Grade B rather than Grade C is not entirely clear.

It would therefore be recommended to either align the FCE requirement with the B2 benchmark (Grade C) to ensure consistency with the TOEFL and IELTS thresholds, or provide empirical or institutional evidence (e.g., statistical data, previous admission performance, or internal language assessment results) demonstrating that candidates with FCE Grade C do not sufficiently meet the programme’s language proficiency expectations. Clarifying this point would strengthen the coherence and transparency of the admission criteria and ensure that the language requirements are fully aligned across different international certification systems.

Admission to the programme is carried out according to the institutional regulations governing the formation and activities of the admission commission. The university also applies a student body planning methodology which considers the programme’s capacity, academic resources, and institutional infrastructure. This approach ensures effective management of the educational process and maintains the quality of instruction. All admission requirements, procedures, and evaluation criteria are publicly available and clearly communicated, ensuring fairness, equal access, and transparency for all applicants.

Evidences/Indicators

- • English-language Master’s Program in English Philology;
- • Law of Georgia “On Higher Education”;
- • University website (www.ug.edu.ge);
- • Website of the National Center for Educational Quality Enhancement (www.eqe.ge);
- • HEI accreditation standards.
- Site visit results
- Cambridge English homepage: <https://www.cambridgeenglish.org/exams-and-tests/qualifications/first/format/>
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Recommendations:

- It is recommended to revisit the FCE requirement as a program admission prerequisite in order to ensure consistency across all internationally recognized language proficiency threshold levels

Suggestions for the Programme Development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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2.1 Programme Admission Preconditions	Select Appropriate Substantially
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2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

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

The MA programme in English Philology at The University of Georgia incorporates a significant research component that supports the development of students' practical and research skills in accordance with the learning outcomes and the graduate level of education. The programme includes the preparation and defense of a **Master's thesis (30 ECTS)**, which serves as the central component for engaging students in independent scientific research. Through this process, students apply theoretical knowledge and research methodologies in linguistics, literature, and related interdisciplinary fields, thereby contributing to the development of analytical, methodological, and academic writing skills.

The research component is organised in alignment with the programme learning outcomes, particularly those related to conducting research, critically analysing theoretical approaches, synthesizing scholarly perspectives, and presenting well-structured academic arguments. Courses such as *Academic Writing and Research* and *Research Methods in Linguistics* provide the methodological foundation necessary for successful completion of the thesis and the development of advanced research competences at the Master's level. Based on the analysis of the MA regulations of the university, the Thesis paper follows stages such as concept defense, application-in-advance, and final presentation before a defense council. The regulation also sets the requirements for students in documenting the data (APA) and adherence to academic integrity through Turnitin software that the university has purchased.

In addition to research competences, the programme also promotes the development of **practical professional skills**. These include academic writing, literature review, data analysis, critical interpretation of linguistic and literary texts, project planning, and effective academic communication. Teaching methods such as project-based learning, case analysis, presentations, group work, and

problem-based learning support the application of theoretical knowledge in practical contexts and help students develop transferable skills relevant to academic and professional environments.

During the process of preparing the Master's thesis, each student is supervised by a qualified academic staff member in the relevant field. The supervisor guides the student throughout the research process, including the formulation of research questions, literature review, selection of appropriate research methods, analysis of findings, and preparation of conclusions. The **Supervisor Evaluation Form for Students and Graduates** further demonstrates that the supervision process is systematically monitored through student feedback regarding the frequency of meetings, the sufficiency of supervision, the quality and timeliness of feedback, and overall satisfaction with the supervisor. This mechanism supports quality assurance and ensures that students receive appropriate academic guidance during their research work.

Alongside the development of practical and research skills, the Master's Program in English Philology also provides opportunities for students to engage in academic and professional projects. Student participation is supported through cooperation agreements with potential employers, which facilitate practical experience, professional development, and involvement in research and organizational activities. In addition, the Department of European Languages and Philology, through the Center for Interdisciplinary and Interlinguistic Studies, promotes student engagement in research initiatives and academic events. The Center organizes the international conference "Language, Culture, and Literature," in which students regularly participate, thereby strengthening their research and presentation skills. Student involvement is further supported by the University's International Relations Office, which provides information about scientific projects, mobility opportunities, and exchange programs. For example, in the Fall semester of 2025, a program student participated in an exchange program at Safarik University in Slovakia.

Students are also encouraged to participate in national and international academic conferences with financial support from the School of Arts and Humanities and the Department of European Languages and Philology. Program students have presented research at international conferences, demonstrating their active engagement in scholarly activities. Additional support mechanisms include opportunities to participate in international conferences organized by the SADAB committee, where selected students can attend free of charge based on the quality of their presentations. The program further strengthens students' academic and research competencies through international collaboration and visiting scholars within the ERASMUS+ framework. Foreign professors regularly deliver lectures,

workshops, and trainings on research methods, linguistic analysis, educational challenges, and innovative teaching approaches.

At the same time, academic staff of the program participate in international mobility and teaching exchanges, contributing to the internationalization of the program and enhancing the academic environment available to students. Institutional support from various university units ensures that students receive continuous information about relevant conferences, trainings, workshops, and research projects.

Evidences/Indicators

- English-language Master’s Program in English Philology;
- Self-evaluation report,
- University website (www.ug.edu.ge); Website of the National Center for Educational Quality Enhancement (www.eqe.ge);
- MA regulations;
- Student MA papers
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	Select Appropriate Complies

2.3. Teaching and Learning Methods

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

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

The review of the syllabi and the results of the interviews indicate that the teaching and learning methods used in the academic subjects are aligned with the level of education, the course content, the intended learning outcomes, and the requirements of the sectoral benchmark, thereby supporting the achievement of these outcomes.

The examination of the syllabi reveals that the following teaching methods are used: case study and analysis, text-based learning, problem-based learning, discussion/debates, demonstration method, project-based learning, practical work, conducting small-scale research, literature review and analysis, visual lectures, written work method, lecture-seminars, interactive sessions, problem-solving exercises, presentations, searching for relevant materials in electronic format or in the library, oral/verbal method, group work, critical analysis, explanatory method, induction, deduction, analysis, and synthesis.

It was confirmed during the visit that the selected teaching and learning methods promote students' active involvement in the educational process, encouraging interaction both between students and academic staff and among students themselves. These methods support student participation with an appropriate level of autonomy and responsibility and are designed to foster the development of a wide range of skills, including critical and analytical thinking.

Since the programme attracts applicants beyond Georgian students, the academic staff stated during the interviews that they are prepared to consider the individual needs of students and apply flexible teaching approaches.

The University also possesses excellent material resources and, if necessary, is capable of organizing electronic or distance learning using study methods appropriate to the field. Such arrangements would not alter the programme's objectives or intended learning outcomes.

Evidences/Indicators

- Syllabi
- Study program
- Classifier of Fields of Study

- Interviews
- UG website

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Select Appropriate Complies

2.4. Student Evaluation

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

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

It was mentioned in the SER, and also confirmed during the onsite visit that the procedures for student evaluation are transparent, fair, and consistent with the applicable legislative framework, including the Order No. 3 (05.01.2007) of the Minister of Education and Science of Georgia on the “Approval of the Rules for Calculating Credits for Higher Education Programs,” as well as the University of Georgia’s internal regulations governing the educational process. The students confirmed that the assessment components, methods, and criteria are accessible to students in advance, ensuring reliability and equal treatment of every student.

The assessment methods for each course are generally tailored to its specific nature and aligned with its learning outcomes to ensure effective evaluation of student progress. As stated in the Sectoral benchmark section 4.2. foreign language / languages proficiency education programmes, due to their multidisciplinary nature, use a variety of forms of assessment in the teaching process. Evaluation forms

(intermediate and final evaluation) provided for each academic course / syllabus of the study programme include assessment components that define the student's knowledge, skills and competencies. These methods—including weekly quizzes, midterm and final exams, essays, presentations, and assignments—allow for continuous and comprehensive monitoring of students' knowledge and skill development.

Syllabi of some courses like Project Management should be clarified. It is recommended that the assessment system of the course “Project Management” be further clarified and structured to ensure full transparency and understanding for students. While the syllabus provides qualitative descriptors for evaluating the research term paper and presentation, the document does not clearly specify the overall assessment structure. It is advisable to present the evaluation criteria in a clearly structured rubric format, separating key dimensions such as structure and organization, argumentation, use of literature, academic writing standards (APA), and clarity of presentation. This would improve transparency and allow students to better understand the expectations and areas in which their work will be assessed.

In the syllabus Business Communication, the assessment system is somewhat clearer but still lacks several elements necessary for full transparency for students. The syllabus does not clearly indicate how much each component contributes to the final grade. Although qualitative descriptions exist, the evaluation criteria are not organized into a structured rubric with separate measurable categories. Presenting the evaluation criteria in a structured rubric format with clearly separated categories would improve consistency and help students better understand expectations.

Clarifying these elements would strengthen the student-centred approach, enhance fairness and consistency in grading, and align the course documentation more closely with international higher education quality assurance standards.

The system is designed to offer students regular, constructive feedback on their strengths and areas for growth. Students may appeal assessment results through transparent, objective, and pre-established procedures, which may include review by an alternative evaluator. The following assessment scheme applies:

Average of results	Grade Point	University assessment	General assessment applicable in Georgia
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	Average (GPA)			
97-100	4.00	A+	A	Excellent
94-96	3.75	A		
91-93	3.50	A-		
87-90	3.25	B+	B	Very good
84-86	3.00	B		
81-83	2.75	B-		
77-80	2.50	C+	C	Good
74-76	2.25	C		
71-73	2.00	C-		
67-70	1.75	D+	D	Satisfactory
64-66	1.50	D		
61-63	1.25	D-		
51-60	1.00	E	E	Enough
Negative rating				
41-50		FX	FX	Failed to pass
<40		F	F	Failed

The UG Online system supports evaluation and appeals processes and enables reliable, content-appropriate assessments in e-learning or distance formats. The UNIVERSITY maintains a fully equipped examination center to ensure exam integrity, security, and fairness.

According to the Master's Studies Regulation, the Master's Thesis or project is a compulsory research component, completed through a written work and formal defense involving presentation and discussion. It aims to develop students' independent research skills, including the ability to formulate and present arguments, conclusions, and findings in line with academic integrity standards. This

regulation applies to all Master's Theses unless a specific programme or school states otherwise. The thesis must be written in the programme's language of instruction and follow the University's formatting requirements, particularly APA style. The thesis process includes defined stages: academic registration, title submission, presentation and defense of the research concept, submission and defense of the advance application, and final presentation and defense. Missing the registration deadline results in the loss of the right to complete the thesis that semester. After registration, the School Council appoints a Defense Council composed of a chairperson, an expert, the thesis/project leader, and possibly a co-leader, all holding doctoral or equivalent degrees with relevant field expertise. A co-leader may also be a doctoral student or qualified expert. Students may request the recusal of any Defense Council member by submitting a reasoned petition to the school principal, and Council members may request self-recusal; in either case, the School Council ensures a replacement is made.

The University consistently applies academic integrity and research ethics mechanisms throughout evaluation, including plagiarism prevention, detection, and response. Turnitin is used to uphold academic honesty. Programme directors regularly monitor the implementation, reliability, and validity of assessments using benchmarks, learning outcome analyses, and feedback from students and staff. Evaluation results are analyzed and used to improve teaching methods, refine assessment strategies, and enhance overall educational quality.

Evidences/Indicators

- Syllabi
- Study program
- Classifier of Fields of Study
- Order No. 3 of 05.01.07 by the Minister of Education and Science of Georgia, "On the Approval of the Rules for Calculating Credits in Higher Education Programs"
- Master's Studies Regulation
- Sectoral benchmark
- Interviews
- UG website

Recommendations:

- It is recommended that the assessment components and rubrics of certain courses be reviewed. Presenting the evaluation criteria in a structured rubric format with clearly separated categories would improve consistency and help students better understand expectations.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Select Appropriate Substantially

3. Student Achievements, Individual Work with Them

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

3.1. Student Consulting and Support Services

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

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

The meeting with active students and alumni created a positive impression of the program. Both current students and graduates expressed positive evaluations of the program and the individuals involved in its implementation. According to the students, they received all necessary information regarding the study process at the beginning of their studies. They also highlighted the effectiveness of the university's electronic system, which supports academic processes and communication.

Students confirmed that they are able to provide feedback on specific courses and lecturers at the end of each semester. They also indicated that they have the opportunity to appeal examination results if necessary. Regarding learning resources, students stated that they had not experienced any problems related to material resources. According to their assessment, the university provides adequate resources, including printed books, electronic books, and other academic materials necessary for their studies.

During the meeting with the self-evaluation group and the university administration, it was highlighted that the university actively considers the involvement of students and alumni in the process of program development. Their feedback and perspectives are taken into account when planning and improving the program, ensuring that the educational process responds to the needs and expectations of its stakeholders.

The program head emphasized the importance of continuous communication with students and graduates. According to the information provided, the university regularly organizes meetings and conducts surveys to gather feedback during the process of program development and improvement.

Representatives of the Quality Assurance Office explained that student feedback plays a significant role in maintaining and improving the quality of the program and the overall educational process. Students regularly receive both open-ended and closed-ended questionnaires where they evaluate various aspects of the program, including the quality of courses, teaching staff, program organization, and material resources. These surveys are conducted anonymously. The Quality Assurance Office carefully reviews the collected feedback and takes appropriate measures to address identified issues or deficiencies. This mechanism contributes to the continuous development and improvement of the educational environment.

Evidences/Indicators

- Site interviews
- SER
- Student system “My UG”
- Regulations of the Student Employment Support Office
- Regulation on Master’s Studies

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

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

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

In relation to the preparation of the master's thesis, the university provides students with a list of proposed research topics. Based on these topics, students select a supervisor and begin working on their thesis. At the same time, students have full academic freedom to modify or refine the proposed research topic according to their own academic interests and preferences.

During the meeting with academic and invited staff, it was noted that the supervision process is conducted in accordance with the principles of transparency and academic freedom. Once a student selects a supervisor, the thesis supervision process begins. Students have the right to evaluate their supervisors during the research process. Additionally, students are entitled to appeal the results of their thesis defense as well as the assessment received in any course during their studies. The appeals process is conducted through an electronic platform, ensuring accessibility and transparency.

With regard to the preparation of the master's thesis and the supervision process, alumni expressed satisfaction with the existing procedures and the level of academic support provided during their research work. Alumni indicated that their supervisors provided helpful support during their research. Students are also informed about the master's thesis preparation procedure. Active students are aware that at the end of their studies they are required to write a master's thesis and follow the related procedures associated with it.

Data related to the supervision of master's students	
Number of master theses supervisors	9
Number of master's students	5
Ratio - supervisors of master's theses/master's students	1.80

Evidences/Indicators

- Site interviews
- SER
- Regulation on Master's Studies
- Appendix of the Thesis/Project in Education Administration

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Complies

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable,

stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

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

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

Sixteen staff members are engaged in the delivery of the MA educational program in English Philology: twelve academic staff — four Professors and eight Associate Professors — and four invited (visiting) lecturers. Of the twelve academic staff, ten hold affiliated status. Two international staff members contribute to the programme, supporting its internationalization objectives.

All academic staff hold doctoral degrees in philology, linguistics or closely related fields. Their scholarly credentials are attested by an active and substantial publication record: collectively, the programme's staff account for 132 publications in international peer-reviewed journals and 38 in local journals over the assessment period, alongside 114 presentations at international conferences. Several staff members hold publications indexed in Scopus and/or Google Scholar, consistent with the University of Georgia's scientific productivity evaluation framework, which prioritizes Scopus and Web of Science indexing. Invited lecturers bring complementary expertise in project management, curriculum development and intercultural communication. Two visiting staff are international academics — Prof. Dominic Dvorak and Dr. Cynthia Douglas — whose involvement enriches the programme with perspectives from different higher education traditions.

The workload of academic and invited staff is governed by the University of Georgia's institutional workload scheme, updated each semester by mutual agreement between the University and the individual staff member. Full-time academic staff are engaged for 1,760 hours per academic year (40 hours per week over 44 weeks), encompassing teaching activities, scientific-research activities, a minimum of two weekly student consultation hours, and participation in university governance.

Teaching activities include classroom delivery, lecture preparation, assessment grading and curriculum development work. Scientific-research activities cover publications, grant applications, conference participation, monograph and textbook preparation, and supervision of master's and doctoral students. For staff holding scientific positions, specific minimum research-to-teaching ratios apply. Affiliated staff workload is calculated proportionally to their affiliation coefficient. Academic staff turnover over the last five years is 0% (100% retention), with two new appointments and no departures; invited staff turnover is 28.6%, reflecting one departure and two new appointments.

The programme is led by Prof. Maia Chkheidze, Professor and Head of the Department of European Languages and Philology. She holds a Doctor of Philological Sciences (1993) and a Candidate of Philological Sciences (1989) from Ivane Javakhishvili Tbilisi State University, with research in Germanic and Roman philology. She has been in continuous employment at the University of Georgia since 2010. In 2024 she undertook an Erasmus+ Staff Mobility for Teaching placement at Pavol Jozef Šafárik University (Slovakia). Over the last five years she has authored or co-authored more than fifteen peer-reviewed publications and presented at international conferences in Vienna, Paris, Istanbul, Oxford, Stockholm, Budapest and Dubai. She serves as Senior Editor of the scientific journal *English Language, Literature & Culture*. Within the programme she personally delivers five courses: Modern Linguistics, Research Methods in Linguistics, Paradigms and Trends in Contemporary Linguistics, Linguistic Analysis of Literary Texts, and Sociolinguistics. The SER and site-visit interview confirm her direct involvement in programme monitoring, student activity organization, employer relations and programme improvement.

The University of Georgia provides the programme with access to an institutional administrative and support infrastructure comprising approximately 250 staff across multiple specialist units. The majority of administrative staff are University of Georgia graduates. Administrative staff satisfaction is measured annually using the validated Minnesota Satisfaction Questionnaire (MSQ), in use since 2013. Voluntary turnover among administrative staff does not exceed 15%, representing an 85% retention rate. The Human Capital Management Office delivers regular qualification-enhancement training for all administrative categories, including service standards, cross-cultural competence and tolerant behaviour. A Front Desk service operates at two campus locations to serve as the first point of contact for students and lecturers.

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 staff
Total number of academic staff	16	8	9	10
- Professor	4	3	1	3
- Associate Professor	8	1	7	7
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	4	3	1	-
Scientific Staff	-	-	-	-
Including International Staff	2	1	-	-

Evidences/Indicators

- Personnel CVs involved in the implementation of the program, qualification documents (diplomas);
- Program head's CV and qualification document (diploma);
- Academic staff employment rate;
- Student survey results;
- Interview with the program head;
- Interviews with academic and invited staff;
- Personnel evaluation rule;
- Workload scheme for academic/scientific/invited staff and individual workload indicators for academic positions;
- Methodology for determining the number of academic, scientific, and invited staff involved in the program;
- Rules for Evaluating the Activities of the University's Academic Staff;
- Rules for Determining the University's Contingent.

Recommendations:

None

Suggestions for the Programme Development

None

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Complies

4.2 Qualification of Supervisors of Master's Students

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

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

According to the quantitative data, the MA in English Philology programme has 9 designated supervisors for Master's theses against a current active student body of 5, yielding a supervisor-to-student ratio of approximately 1.8:1. This ratio is significantly more favourable than minimum regulatory requirements and indicates that each student can access dedicated, individualized supervision. Of the 9 supervisors, 6 hold doctoral academic degrees in the relevant sectoral direction (English philology, linguistics, or literary studies), satisfying the baseline qualification requirement of the Standard. The remaining 3 supervisors, while not holding doctoral credentials in the sectoral direction, possess demonstrable professional experience and subject-matter expertise in the relevant field.

The qualifications of supervisors are substantiated by a strong collective publication record. Programme staff have accumulated 132 publications in international journals and 114 presentations at international conferences, alongside 38 local journal publications and 26 local conference presentations. In-scope supervisors have published in peer-reviewed international outlets, including Scopus-indexed journals, which aligns with the University of Georgia's internal academic productivity evaluation policy (approved by Academic Council Protocol No. 32/19, 22 May 2019).

The profile of the Programme Head, Professor Maia Chkheidze, is particularly illustrative of the supervisory qualification standard. Her CV documents continuous research activity from 2015 to the present, including publications in the *Caucasus Journal of Social Sciences*, *Journal of Advanced Research in Social Sciences* (ISSN 2538-919X), *Design Engineering* (Scopus), and presentations at

international conferences in Istanbul, Oxford, Paris, Stockholm, and Budapest, among others. Her research spans cognitive linguistics, sociolinguistics, linguo-cultural analysis, and professional communication — areas directly relevant to the programme's primary thesis directions of linguistics, literary studies, and their intersection.

The SER states that each supervisor's qualification and experience is confirmed by published works in high-ranking local and international journals, monographs, and textbooks which is complemented by the documentation analysis provided by the HEI. As backed by the interview during the site-visit, supervisors are regularly participating in local and international scientific events and integrating current research findings into their supervision practice. These claims are consistent with the quantitative evidence provided.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis	9	9	9
- Professor	4	1	1
- Associate Professor	5	5	5
- Assistant-Professor	-	-	-
Visiting personnel	-	-	-
Scientific Staff	-	-	-

Evidences/Indicators

- Personal files of Staff
- Supervisor qualification requirements document
- Staff Regulations
- Workload scheme
- Interviews with programme head and academic teaching staff

Recommendations:

None

Suggestions for the Programme Development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Complies

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The University of Georgia operates a structured, multi-instrument staff evaluation system that covers both teaching performance and research output, with results formally linked to professional development and material support decisions.

Teaching evaluation is conducted through anonymous student questionnaires administered at the end of each academic semester. Each questionnaire addresses two dimensions: the quality of the course and the performance of the individual lecturer. This mechanism ensures that all programme staff who deliver teaching are subject to systematic, student-informed review at least twice per academic year.

Questionnaire results are reviewed and analysed by the Programme Head in collaboration with the School Director. Depending on the significance of findings, results may be escalated to the Academic Council for collective discussion — with full protection of personnel anonymity — or communicated directly to the relevant staff member. The evaluation thus operates as a closed feedback loop: data is collected, analysed at both individual and programme level, and used to inform subsequent decisions on teaching practice and staff support. Consistency of this procedure was confirmed during the site visit interviews.

Research performance is evaluated through the University of Georgia Scientific Productivity Assessment System, formally adopted by the Academic Council (Protocol N 32/19, 22 May 2019). The system applies internationally recognised bibliometric indicators, with publications indexed in Scopus and Web of Science serving as the primary quality criteria, supplemented by Google Scholar metrics. This framework is transparent, standardised, and aligned with international norms for academic research evaluation. Evaluation results are directly linked to material support mechanisms: staff who publish in qualifying peer-reviewed journals receive institutional bonus payments, and the Scientific-

Research Institute funds participation in international conferences upon application confirming institutional representation. The connection between evaluation outcome and tangible support for further research satisfies the standard's requirement that results be considered when applying staff support mechanisms.

The effectiveness of the research evaluation system is reflected in the programme's aggregate output over the reporting period: 132 publications in international journals, 38 in local journals, 114 presentations at international conferences, and 26 at local conferences. This volume confirms an active, institutionally supported research culture driven by a functioning evaluation-to-incentive structure.

The institution provides a multi-layered, institutionally funded professional development framework covering pedagogical training, digital competence, research support, and international engagement. Activities are delivered through a combination of internal structural units, EU-funded capacity-building projects, and individual mobility and incentive schemes.

The University of Georgia Professional Development Centre (PDC) delivers annual training in learner-centred teaching to all university schools, provided free of charge to academic and invited staff. This annual cycle satisfies the requirement and directly supports the student-centred pedagogical orientation of the programme's curriculum.

In addition to general pedagogical training, programme staff require targeted support in the technical competencies underpinning the learning outcomes cycle, specifically, the design, measurement, and analysis of learning outcomes at course and programme level. The University of Georgia Professional Development Centre, in collaboration with the Quality Assurance Office, provides guidance to academic staff in this area through its annual training provision and ongoing methodological consultations with programme heads. However, the panel notes that dedicated, structured training specifically addressing learning outcomes elaboration, assessment tool design, and results analysis has not been formalised as a mandatory and recurring component of the staff development calendar. The absence of a systematic, documented mechanism targeting these competencies, distinct from general learner-centred teaching training, represents a gap relative to the requirement that staff receive active assistance in developing the skills necessary for the full learning outcomes evaluation cycle. (see 1.3 component) It is recommended that the institution formalise and institutionalise such training as a regular, mandatory provision for all staff involved in programme implementation.

This provision is complemented by Erasmus+ KA2 capacity-building projects in which the programme actively participates. Since 2023, the University has implemented a mandatory AI training programme for all academic and administrative staff, with content differentiated by school and unit to reflect specific professional needs. The stated goal is full institutional coverage by 2025, reflecting an institutional commitment to equipping staff for evolving digital teaching environments.

The institution provides direct financial support for research activity through three operational mechanisms, all of which are described in the SER and confirmed by supporting documentation and site-visit interviews:

- Conference participation funding: The Scientific-Research Institute funds staff attendance at international academic conferences upon receipt of an application confirming representation of the University. This mechanism supports research visibility and international scholarly networking.

- Publication incentives: The bonus payment system linked to the Scientific Productivity Assessment System (Protocol N 32/19, 2019) provides financial rewards for publications in Scopus- and Web of Science-indexed journals, sustaining a direct incentive for high-quality research output.
- Erasmus+ Staff Mobility for Teaching: Programme staff participate in outgoing mobility under this scheme, which simultaneously supports pedagogical development and international research collaboration.

Programme staff hold active membership in a range of international professional associations, including FIPLV, iEARN, TERA, and ICBELLP, and have presented research at conferences in Vienna, Oxford, Istanbul, Paris, and Budapest during the 2020–2025 period. Participation in conferences with Erasmus+ project partners further embeds the programme within active international academic and pedagogical networks.

The aggregate research output of programme staff — 132 international journal articles, 38 local publications, 114 international and 26 local conference presentations over the reporting period — confirms that institutional support for research participation translates into sustained, measurable international scholarly engagement.

Evidences/Indicators

- Report on the results of student surveys (faculty evaluation)
- Survey on academic staff satisfaction regarding support for research activities
- Information on training sessions conducted for the professional development of academic and visiting staff
- Personnel CVs and publication lists of personnel involved in program implementation
- Interviews with academic and visiting staff
- Regulation on Research Staff Performance Evaluation System
- University of Georgia Staff Regulations

Recommendations:

It is recommended that the institution formalise a dedicated, structured training programme specifically targeting staff competencies in the design, measurement, and analysis of learning outcomes, delivered as a mandatory and recurring component of the annual professional development calendar for all staff involved in programme implementation.

Suggestions for the Programme Development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Substantially

4.4. Material Resources

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

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

The University of Georgia provides the MA in English Philology programme with infrastructure and material-technical resources that are adequate in number and quality for achieving the programme's defined learning outcomes. The site visit confirmed that the conditions described in the self-evaluation report are substantiated in practice.

The University's main administrative building houses a library equipped with computer technology and information-communication systems, whose collection includes both printed academic and fiction literature available on site and a rich electronic resource base. Site visit verification confirmed that all core literature specified in programme syllabi is held by the library, and that compulsory reading materials and teaching resources correspond to both course learning outcomes and the current state of research in the relevant fields. Students have access to a broad range of international electronic databases, including JSTOR, EBSCO, ScienceDirect, Scopus, Hinari, Cochrane Library, and HeinOnline. Access to these resources was confirmed during the site visit. This provision enables students to engage with current scientific developments in English philology and linguistics, satisfying the standard's requirement that modern scientific periodicals and international electronic library databases be available to support the achievement of programme learning outcomes. The programme's academic staff record — with 132 publications in international journals and active participation in Scopus-indexed venues — further attests to the practical integration of these resources into the academic culture of the programme.

Physical infrastructure across the University includes classrooms and conference halls equipped with projectors, computers, and wireless internet; learning centers and specialist cabinets; modern computer equipment; and a fully disability-adapted building. The School of Arts and Humanities makes full use of this shared institutional infrastructure in implementing the programme. Given the programme's

current enrollment of five students, resource availability per student is favorable, and no access constraints were identified during the site visit.

Overall, the programme demonstrates solid compliance with the requirements of Standard 4.4. Library holdings are verified against syllabus requirements, access to international electronic databases is confirmed and broad in scope, physical and technical infrastructure is appropriate to the level and field of the programme, and resources are freely available to both students and staff. No significant gaps were identified under this component.

Evidences/Indicators

- Library, Material and technical resources (on site);
- Access to international electronic library databases;
- Compliance of the library's book collection with the main literature specified in educational programs (on site)
- Faculty Material and technical resources
- Syllabi

Recommendations:

None

Suggestions for the Programme Development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>4.4</u> <u>Material</u> <u>Resources</u>	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The budget of the programme was discussed and agreed with the financial manager of the university and the central administration in order to ensure the necessary financial resources provided for in the unified budget of the university. The financial resources allocated to the programme within the budget are distributed as follows: procurement of services from another department/IEP, the lecture cost of the program, other expenses of the program (student recruitment costs, staff support, or program administrative costs).

The administration confirms the financial support of the accredited programme by the university. According to the administration, the university has a practice of financial support for students and staff - double incentives for staff and students participating in scientific activities. For example, a teacher and a student participating in an international conference are fully funded for their article and travel expenses and are given an incentive cash award for their participation. Overall, the standard is evaluated positively.

Evidences/Indicators

- Self-assessment report
- Interview results
- Program budget (Excel)

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Complies

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The University of Georgia in general has a structured system for assessing programme outcomes, aimed at continuous improvement. This process uses both direct and indirect evaluation methods to measure and refine learning outcomes, ensuring programmes meet academic and professional needs.

Direct assessments measure student achievement in courses through quizzes, essays, exams, projects, and theses. These assessments are conducted electronically through the ONLINE UG platform, which links learning outcomes to specific exam questions. In general, the system is designed to provide detailed insights into individual and group performance, helping refine programme goals. The case of this program is described in substandard 1.3, what needs improvement.

In general, the institution says that indirect assessments gather feedback from employers, graduates, staff, and other stakeholders. Methods include questionnaires, market research, and reviews of scientific activities and international projects. These evaluations capture perceptions of the programme and its outcomes, offering additional perspectives for improvement.

Assessments occur regularly: direct evaluations annually and indirect evaluations every two or three years. The Quality Assurance Service reviews these processes periodically to maintain high standards. A Programme Development Council (PDC), including programme heads, academic staff, employers, and students, oversees programme development and ensures alignment with regulations. Final approval lies with the Programme Accreditation Council (PAC), which may consult external experts for complex decisions. The institution only provided us with a general record and did not provide us with a specific list of them, for this program.

It is worth noting that digital tools like ONLINE UG and MYUG support assessments and surveys, while training sessions keep faculty updated on modern teaching methods. Semester-based surveys engage students and lecturers, fostering collaboration and transparency in programme development in general. The goal of the institution is data-driven assessments and stakeholder feedback. However, the

interviews showed us the need for additional training for academic staff on how learning outcomes are assessed using this platform.

The process is transparent and based on cooperation between academic staff and the QAS. However the institution should implement structured feedback cycles, ensuring that recommendations and/or suggestions are promptly shared with staff and faculty. It is important that evaluation results are properly discussed and used for improvement.

Overall, the quality assurance system is well organized and supports continuous improvement.

Evidences/Indicators

- Quality Assurance System-Mechanisms
- Analysis of Labor Market Research Results
- Questionnaires
- Provision of the educational program
- Interviews

Recommendations:

- None

Suggestions for the Programme Development

The institution is encouraged to further strengthen and systematize existing feedback cycles, ensuring that recommendations and/or suggestions are consistently and promptly shared with staff and faculty. It is important to enhance the discussion and effective use of evaluation results to support continuous improvement.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

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

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

Based on the self-evaluation report, the attached documentation, and the results of the interviews, it is confirmed that the program utilizes external quality assurance mechanisms, including the authorization and accreditation standards developed by the LEPL – National Center for Educational Quality Enhancement, as well as the relevant procedures and the recommendations and advice provided by experts within these processes for further development purposes. Field-specific experts are also involved in the external evaluation of the program.

The University evaluates its programmes through the Programme Development Council (PDC), which includes diverse members such as employers, academic staff, and students. Assessments use both direct and indirect methods. Additionally, the University collaborates with local and international institutions to gather insights on programme needs, which the PDC reviews for improvements.

The program was submitted to external reviewers for external evaluation. The evaluation was conducted by the Professor, dean of the faculty of Arts. The foreign expert evaluated the program positively.

Evidences/Indicators

- Regulation of an educational programme
- Interviews during the visit
- External Evaluation Document

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

The University of Georgia evaluates programmes through the Programme Development Council (PDC), established for each programme and composed of key stakeholders, including academic staff, students, employers, and alumni. The university uses direct and indirect methods of assessing program learning outcomes.

Indirect methods are: 1. Surveys of students, graduates, employers, program staff; 2. Conferences, scientific activity; 3. Analysis of the results of international projects; 4. Market research, which considers the employment rate of graduates, the employment rate of students.

Direct methods of assessment through the courses are: exam, oral and written presentation, project, research, master's thesis defense, etc. The target values are taken as Gaussian normal distribution.

So, in general the PDC uses direct assessments to measure student achievement of learning outcomes and indirect assessments to gather feedback from stakeholders on educational processes, and data is analyzed using questionnaires. Semester-based surveys are conducted to ensure quality and alignment with standards. The purpose of the periodic evaluation of the educational program is to assess the quality of program implementation, including the evaluation of the teaching and research processes, human resources, material resources, library resources, and student and staff support services, with the participation of students, academic and invited staff, graduates, and employers.

During accreditation, the PDC collaborates with the Quality Assurance Office and Programme Accreditation Council to finalize decisions, ensuring thorough evaluation and continuous development.

Based on the attached documents and interview results, it is confirmed that the institution conducts surveys every semester with the involvement of relevant stakeholders. Students also evaluate their master's thesis supervisors.

Evidences/Indicators

- Programme curriculum
- Quality Assurance System
- Rules for Evaluating the Implementation of Educational Programs at the University
- Interviews during the site visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

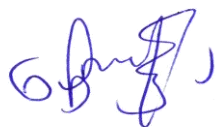
Chair of Accreditation Expert Panel

Nihada Delibegović Džanić, signature



Accreditation Expert Panel Members

Nino Jojua, signature



Maia Chkotua, signature



Nino Talikadze, signature



Beka Bendeliani,

