

Annex

# Sectoral Benchmark of Higher Education in Georgian Philology, I and II Cycles of Higher Education

**Levels VI and VII of the National Qualifications Framework**

### 2021

# I. Introduction

The sectoral benchmark of Georgian Philology is the standard of academic education, which is based on the Georgian National Qualifications Framework, the European Higher Education Qualifications Framework, the European Lifelong Learning Qualifications Framework, labor market requirements, national and international standards, best practices and legislative requirements; it serves to reflect the ever-changing demands of the society on the education system and to stimulate the description of their respective, up-to-date qualifications.

The present sectoral benchmark defines the competencies for the first and second level educational programmes of Georgian Philology in higher education institutions (0232.1.1 Georgian Philology; 0232.2.2 Georgian (Kartvelian) Linguistics; 0232.2.4 Georgian Literature/History of Georgian Literature), minimum requirements for learning outcomes required to grant the qualification, required theoretical knowledge, practical skills, responsibility and autonomy, approaches/methods of teaching, learning and assessment required to achieve them.

Validity period of the sectoral benchmark is 7 (seven) years.

The aim of the sectoral benchmark of Georgian Philology (Georgian Language and Literature - hereinafter, Georgian Philology) is to facilitate the development and implementation of bachelor’s (Level I) and master’s (Level II) educational programmes, student mobility, international recognition of qualifications, introduction of modern methodology of teaching, learning and assessment; development and further professional advancement of a competitive specialist with theoretical knowledge and practical skills necessary for professional activities; career advancement and employment; continuing to study at the third level of higher education; also, the diversity of individual educational programmes in the field of study of Georgian Philology, flexibility and development of innovative approaches.

The mentioned sectoral benchmark describes the knowledge, skills, responsibilities, and autonomy that a student will acquire/develop upon completion of the Bachelor's/Master's Degree Programme in Georgian Philology.

A person may use the present sectoral benchmark if he/she participates in the development, implementation and discussion of the Bachelor's/Master's Degree Programmes in Georgian Philology or training courses envisaged by the curriculum of these educational programmes.

Introduction/use of the sectoral benchmark is also possible:

* For an entrant who wants to study Georgian philology;
* A student who is interested in what knowledge, skills and competencies he/she will acquire after completing a Bachelor's or Master's Degree Programme in Georgian Philology;
* For an employer who wants to get information about the knowledge, skills and competencies of a graduate of the Bachelor's and/or Master's Degree Programme in Georgian Philology.

The sectoral benchmark describes the field of study in Georgian Philology, the learning outcomes required for the academic degree of Bachelor and Master, teaching-learning and assessment methods, and other additional information.

The sectoral benchmark defines recommendatory (teaching-learning-assessment methods) and mandatory (learning outcomes) provisions for all higher education institutions implementing programmes in the field of Georgian Philology. In addition, the detailed content of the educational programme, as well as teaching-learning and assessment methods are determined by each higher education institution in accordance with the current legislation of Georgia.

The compliance of the Bachelor's and/or Master's Degree Programme in Georgian Philology with the sectoral benchmark can be monitored periodically, based on the current accreditation standards and relevant procedures.

The basis for the development of the sectoral benchmark of Georgian Philology is the descriptors of the 6th and 7th levels of the National Qualifications Framework and the requirements of the employment market.

## II. Description of the Field of Study

The field of study of Georgian Philology is defined by the knowledge of interdisciplinary issues related to the humanities in general and the philological sciences in particular, peculiarities of linguistic and literary studies, discussion of the Georgian literary language and Georgian literature.

Through appropriate programmes, the field of study of Georgian Philology develops the student's ability to analyze, critically comprehend, contextualize, comment on and interpret the text; teaches the structure of the Georgian language and/or Megrelian, Laz, Svan languages together with it; the history of Georgian literary language; develops the necessary sectoral and transferable competencies; contributes to the understanding and appreciation of diversity of cultures and worldviews, the establishment of national and universal human ideals.

Along with the disciplines of linguistics (phonetics-phonology, morphology, syntax, semantics, etc.) and literature (history of literature, theory, comparative studies, etc.), the field of study includes interdisciplinary approaches.

Bachelor's degree in Georgian Philology creates a precondition for the second level - Master's degree in the same field, in which teaching and research are deepened according to separate fields of Georgian Philology, expansion of humanitarian-philological interests is implemented through mastering the relevant scientific competencies.

The field of study of Georgian Philology envisages the transfer of complex knowledge of Georgian language and literature to a student, which can be used by the graduate in public, private and non-governmental organizations, as well as in general education institutions (after completing the additional education programme and successfully passing the teacher's certification exams).

## III. Learning Outcomes

The learning outcomes provided by the sectoral benchmarks are aimed at the acquisition/development of knowledge and skills that are required to a student upon graduation of the relevant cycle (bachelor’s or master’s).

Higher education institution is also authorized to formulate the learning outcomes, taking into account all the three components (knowledge-understanding, ability, responsibility and autonomy) without being divided into three categories.

### 3.1. Bachelor's Studies

**3.1.1. Knowledge and Understanding**

* Has extensive knowledge of Kartvelian linguistics; describes the basic issues of the structure and functioning of the Georgian language; knows the main topics of Georgian dialectology, lexicology and lexicography;
* Has extensive knowledge of aspects of linguistic research, linguistic variation, language change and its role in the society;
* Describes the processes of centuries-old Georgian literature, Georgian oral tradition;
* Has a broad knowledge of the basics and principles of literary science, the basic aspects of literary theory and history; discusses centuries-old Georgian literature in the relevant cultural-historical context in relation to the world literary processes.

### 3.1.2. Ability

* Discusses the main issues of Kartvelian linguistics with a sectoral approach; practically understands, explains and conveys the basic issues of Georgian language phonetics-phonology, morphology and syntax, Georgian lexicology, lexicography and dialectology;
* Defines and uses in practice the structural components of the Georgian language; possesses sectoral and/or other methods of collecting and processing analytical material; uses information and communication technologies, library and electronic resources;
* Reads and analyzes the literary text, interprets and contextualizes it in relation to the epochs of world literature, directions, different cultural styles, historical-political, social processes;
* Creates a well-formulated, logically substantiated paper in a variety of formats corresponding to the relevant academic standards; transmits the acquired knowledge by demonstrating logically organized illustrative samples, forms an oral and written conclusion using the appropriate theoretical-methodological framework.

### 3.1.3. Responsibility and Autonomy

* Develops a critical approach in the analysis of linguistic events, facts and Georgian literature; identifies and critically evaluates ethical, historical-ideological issues in the literary text;
* Analyzes literary and linguistic phenomena based on the principles of tolerance; expresses respect for Georgian as the State language and for minority languages;
* Acts for the development of oneself and others in the process of individual and team work, adhering to the basic principles of cooperation and the norms of academic integrity.

### 3.2. Master's Studies

Upon completion of the Master's Programme, a graduate has the following competencies, depending on the programme goals and profile:

### 3.2.1. Knowledge and Understanding

* Reveals deep, systematic knowledge of Kartvelian linguistics, which includes issues of structure and functioning of Georgian and/or Megrelian, Laz, Svan languages together with it; Kartvelian dialectology, lexicology and lexicography topics;
* Discusses in depth various aspects of linguistic research, linguistic variation, language change and its role in the society;
* Demonstrates deep systematic knowledge of periods of Georgian literature, literary and oral texts, literary theories;
* Analyzes various aspects of Georgian literature in the context of world literature.

### 3.2.2. Ability

* Thoroughly discusses the issues of Kartvelian linguistics, analyzes in depth and conveys issues of phonetics, morphology and syntax of Georgian and/or Megrelian, Laz, Svan languages along with it; topics of Kartvelian dialectology, lexicology, lexicography;
* Definitely defines and uses structural components of Georgian and/or Megrelian, Laz, Svan languages along with it; possesses in-depth sectoral and/or other methods of collecting and processing analytical material;
* Thoroughly describes and explains Georgian literary processes; evaluates and analyzes the literary text taking into account the cultural-aesthetic values of the research era, connects it with the relevant literary, cultural or social contexts; presents an original idea and vision;
* Practically uses the knowledge, cultural experience and ethical values created within the framework of Georgian literature; shows their role both in relation to contemporary social processes and in the intercultural context;
* Creates a well-formulated, logically substantiated original scientific paper in line with substantive academic standards; uses the main methods and approaches of the field in the research, takes into account the theoretical discourses; uses information and communication technologies, library and electronic resources in a targeted way; forms an oral and written report and presents the research results to specialists and/or non-specialists of the field.

### 3.2.3. Responsibility and Autonomy

* Demonstrates the ability to research, process and analyze Georgian linguistic and literary events and facts, contributes to the development of field knowledge and professional practice in these areas;
* Works individually and as a team member in a variety of study, business and research environments, by meeting the agreed timeframes and in an intensive mode;
* Respects Georgian as a State language as well as minority languages, is tolerant of linguistic and cultural diversity.

# IV. Teaching, Learning and Evaluation

In order to achieve the goals and learning outcomes of the Bachelor's/Master's Degree Programme in Georgian Philology, as well as to ensure the evaluation of learning outcomes, it is important to select the teaching methods relevant to the goals and learning outcomes of the programme and to use adequate methods of evaluating learning outcomes. Teaching-learning methods should help a student to gather new information, draw conclusions independently, think critically and deepen knowledge.

The level of teaching should also be considered when selecting teaching-learning methods - problem-based and research-based teaching approaches should be used extensively to develop the skills of planning and implementing independent research to a student when moving from the Bachelor's to Master's studies.

Student assessment system checks the learning outcomes defined by the educational programme and by each course, monitors the quality of learning, determines the level of student achievement in relation to the objectives of the course. The assessment system should be multi-component and evaluate the learning outcome according to the criteria that can be measured. Student evaluation shall be based on four main principles: objectivity, reliability, compliance with evaluation objectives and methods, transparency.

The teaching-learning and student assessment methods presented below are the most common, are of a recommendatory nature, and are defined by a specific higher education institution in accordance with the current legislation of Georgia.

The syllabus of each course of the Bachelor's and/or Master's Degree Programme in Georgian Philology may include a combination of different methods and activities, which will achieve the learning outcomes defined by the present sectoral benchmark.

### 4.1 Teaching-Learning Methods:

First of all, the Bachelor's/Master's Degree Programme in Georgian Philology should include the use of student-centered teaching and learning methods.

The teaching-learning methods, depending on the specifics of the academic course, should ensure the achievement of the learning outcomes envisaged by the syllabus, and the combination of existing teaching methods should ensure the achievement of learning outcomes envisaged by the programme.

When selecting teaching-learning methods, the aim of the course should be determined, as well as the expected outcomes - what a student should know and what he/she can do with an appropriate degree of responsibility and autonomy. Accordingly, the teaching-learning methods provided in the syllabi of the course should facilitate not only mastering of specific material, but also the development of general/sectoral and transferable skills.

The following teaching-learning methods can be used to implement the learning component of the Bachelor's/Master's Degree Programme in Georgian Philology:

* + Lecture;
  + Practical work (team work, colloquium, etc.);
  + Online teaching;
  + and etc.

### 4.2. Activities Determined by Teaching/Learning Methods

The teaching-learning method may include relevant activities. Activities used in the process of teaching-learning complete and complement each other. The academic and invited staff implementing the programme may use one, several, or any of the other activities listed below, depending on the specific learning objective.

The following activities can be used in relation to each learning outcome in the teaching-learning process (HEI is authorized to choose several and/or different methods listed below):

* Collaborative learning;
* Brainstorming;
* Case study;
* Independent searching and processing of the material;
* Group discussion/debates;
* Pair assessment;
* Commenting on texts and other materials, their interpretation and/or analysis;
* Presentation orally and in written form, including the use of information and communication technologies;
* Preparation and management of research projects;
* Internship;
* Practice, including field work;
* Use of appropriate digital tools and language corpus;
* Use of audio-video materials;
* Visits to archives, museums, etc. of various profile;
* Visiting/sightseeing of the relevant historical-cultural monument;
* Teaching of language(s) in small groups;
* Extra-curricular activities;
* Invited speaker;
* etc.

### 4.3 Student Evaluation

During the implementation of the Bachelor's/Master's Degree Programme in Georgian Philology, the student shall be assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rule of Calculation of Higher Education Programmes with Credits.”

### 4.4. Evaluation Components and Methods

The assessment forms envisaged in the syllabus of each teaching course of the Bachelor's/Master's Degree Programme in Georgian Philology may include components that define methods for assessing student competencies:

* + Oral examination,
  + Written examination,
  + Verbal inquiry,
  + Written inquiry,
  + Home assignment, homework;
  + Theoretical work,
  + Practical work,
  + Individual and/or group presentation,
  + etc.

The following tools may be used to assess the achievement of learning outcomes of the component envisaged by the syllabus of each teaching course of the Bachelor's and/or Master's Degree Programme:

* + Test,
  + Essay,
  + Demonstration,
  + Presentation,
  + Colloquium report,
  + Written work,
  + Completion of a theoretical assignment,
  + Completion of a practical assignment,
  + Participation in discussions/debates,
  + Team work,
  + Case study,
  + etc.

Assessment methods should be measured by the assessment criteria, i.e. by the unit of measurement of the assessment method, which determines the level of achievement of learning outcomes.

### 4.5. Development of Student's Practical Skills

A practical component is necessary for the Bachelor's/Master's Degree Programme in Georgian Philology. It should be planned and organized in a coherent structure, closely related to the learning outcomes of the programme.

The specific model of the practical component, its content and form are selected by the HEI based on the existing resources, infrastructure, purpose, content and concept of the educational programme and international experience, which can be presented in the educational programme in different ways:

* + - Practical/colloquium hours envisaged in theoretical/teaching courses,
    - Independent practical course(s),
    - Active/professional/field practice,
    - etc.

Adequate components, methods and criteria of evaluation should be used to evaluate the practical component.

### 4.6. Development of Scientific/Research Skills

The teaching methodology of the Master's Degree Programme in Georgian Philology should be oriented to research, which should be preceded by the course(s) developing the research competency. The research component should be clearly defined in the programme and through its consistent implementation students should achieve the development of research and scientific skills, which is confirmed by the performance of a scientific-research paper (Master's thesis) at the final stage of the programme. The research component in the programme should be structured in a way to ensure that a student is prepared for the planning and implementing of the final research paper. Preparation of the Master's thesis should be preceded by theoretical and practical course(s) on research skills, which will help students to study research methods relevant to the field of language and literature and to develop research interests.

### V. Additional Information

**5.1. Main Regulatory Documents of the Field:**

* Law of Georgia on the State Language (#4084-RS, date of adoption - 22/07/2015, registration code: 010030000.05.001.017899);
* Law of Georgia on Higher Education (#688, date of adoption - 21/12/2004, registration code: 430.020.000.05.001.001.626);
* Law of Georgia on Education Quality Improvement (#3531; date of adoption - 21/07/2010, registration code: 430.050.000.05.001.004.163);
* Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015):

The implementation of the educational programme should be provided by the required number of qualified academic staff, as well as an invited specialist with relevant experience and competence.

According to the academic standard of education, there should be a learning area equipped with appropriate inventory in the HEI, where it is possible to achieve the learning outcomes defined by the sectoral benchmark of Georgian Philology and the educational programme.

A graduate of the Bachelor's/Master's Degree Programme in Georgian Philology can be employed wherever a specialist with relevant competencies is needed. In addition, the educational programme should take into account the areas and prospects of employment of graduates.

# VI. Members of the Group that Designed the Sectoral Benchmark

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| **№** | **Name, surname** | **Organization/institution** | **Position** |
| 1. | Professor Ramaz Kurdadze | LEPL - Ivane Javakhishvili Tbilisi State University | Doctor of Philology, Professor of the Faculty of Humanities, Head of the Teaching-Scientific Institute of Georgian Language, Co-director of the Bachelor's Programme in Georgian Philology, Director of Master's Programme in Kartvelian Linguistics, Head of Kartvelian Linguistics Sub-division of the PhD Programme in Georgian Philology |
| 2. | Irina Lobzhanidze | LEPL - Ilia State University | Doctor of Philology, Professor, Co-director of the Bachelor's Programme in Georgian Philology, Co-director of the Master's Programme in Applied Linguistics, Co-director of the PhD Programme in Digital Humanities, Co-director of the PhD Programme in Philology |

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| 3. | Manana Tabidze | N(N)LE - St. Andrew the First-Called Georgian University of the Patriarchate of Georgia | Doctor of Philology, Professor, Head of Bachelor's, Master's and PhD Programmes in Georgian Philology |
| 4. | Mariam Koberidze | LEPL - Gori State Teaching University | Doctor of Philology, Professor, Head of the Master's Programme in Georgian Literary Language |
| 5. | Natela Melikidze | LEPL - Samtskhe-Javakheti State University | Doctor of Philology, Associate Professor |
| 6. | Maia Baramidze | LEPL - Batumi Shota Rustaveli State University | Doctor of Philology, Head of the Department of Georgian Philology, Professor |
| 7. | Mariam Manjgaladze | Caucasus University LLC | Doctor of Philology, Professor, Head of Georgian Language Education Programme, Co-director of the Bachelor's Degree Programme in Georgian Philology |
| 8. | Mariam Miresashvili | LEPL - Sokhumi State University | Doctor of Philology, Professor, Co-director of Bachelor's and Master's Degree Programmes in Georgian Philology, Director of PhD Programme in Contemporary Georgian Literature and Theory of Literature |
| 9. | Teimuraz Gvantseladze | LEPL - Sokhumi State University | Doctor of Philology, Professor |
| 10. | Nestan Kutivadze | LEPL - Akaki Tsereteli State University | Doctor of Philology, Professor, Co-director of the Bachelor's Degree Programme in Georgian Language and Literature |
| 11. | Bella Tsipuria | LEPL - Ilia State University | Doctor of Philology, Professor, Director of the Institute of Comparative Literature, Co-director of the Bachelor's Degree Programme in Georgian Philology, Head of the Master's Programme in Comparative Literature, Co-director of the PhD Programme in Philology |
| 12. | Nunu  Geldiashvili | LEPL - Iakob Gogebashvili Telavi State University | Doctor of Philology, Professor, Deputy Rector in the Field of Science, Director of Bachelor's and Master's Degree Programmes in Georgian Philology, Co-director of the Georgian Language Preparation Programme |
| 13. | Nino Abesadze | State Language Department | Specialist of Scientific-Educational Programmes Service |
| 14. | Mzia Shengelia | Georgian Language Center of LEPL Tbilisi State Medical University | Doctor of Philology, Invited Lecturer of the Georgian Language Preparation Programme |
| 15. | Irakli Khvedelidze | Shota Rustaveli Institute of Georgian Literature at LEPL - Ivane Javakhishvili Tbilisi State University | Doctor of Philology, Researcher of the Scientific Department of Literary Theory and Comparative Studies |