



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name

Law

HEI's Name

LTD Guram Tavartkiladze Tbilisi Teaching University (GTTU)

Date(s) of Evaluation: 2 October 2018

Report Submission Date: 16 October, 2018

Tbilisi
2018 -

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LTD Guram Tavartkiladze Tbilisi Teaching University (GTTU) Limited Liability Company
HEI's Identification Code	204555524
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Law
Level of Education	Undergraduate
Qualification Granted Indicating Qualification Code	Bachelor of Law 06
Language of Instruction	Georgian
Number of Credits	240
Programme Status (Authorized/ Accredited/ New)	Accredited
Accreditation Expiration Date	15.10.2018

Expert Panel Members

Chair (Name, Surname, University/ Organization/ Country)	Prof. dr. Raimundas Kalesnykas Kazimieras Simonavicius University, Vilnius, Lithuania
Member (Name, Surname, University/ Organization/ Country)	Professor dr. Ekaterine Kardava Visiting Lecturer to the SABAUNI, CU, European University; KAS and FES expert; Head of the Association "European Time"; Trainer of the Finance Ministry Academy
Member (Name, Surname, University/ Organization/ Country)	Nino Lipartia (Employer) Visiting lecturer to TSU, ILIAUNI; Head of Insurance company Ardi, Executive director of Georgian Lawyers for independent profession
Member (Name, Surname, University/ Organization/ Country)	Tea Imedadze (Student) East European University, Tbilisi, Georgia

Accreditation Report Executive Summary

▪ General information on the education programme

Bachelor Programme in Law (hereinafter - Programme) at Guram Tavartkiladze Tbilisi Teaching University (hereinafter – GTTU) implemented since 2012. Programme at GTTU accredited by the Decision №146 of Accreditation Council of the National Center for Education Quality Enhancement on October 15, 2013.

The educational program implies an accumulation of 240 ECTS credits. 1 credit = 25-30 astronomic hours. Programme is well accepted in the education market with enrolments of around 100 students per year, with acceptance rate of about 1 out of 3 applicants, with the low turnover of academic staff, with acceptance rate of about 1 per academic year.

▪ Brief overview of the accreditation site-visit

The accreditation site-visit took place on Tuesday, 2 October 2018. Before the site-visit, the Experts' Team received a Self-Evaluation Report, the Programme description document accompanied by detailed syllabi of all programme components, documents regarding GTTU document and relevant Action Plan, Academic Regulations including QA, agreements with international partners and statistics on mobility, CVs and documentation regarding the academic staff, and other relevant documentation.

The Expert Team has focused on the five areas on compliance of the programme with accreditation standards: programme objectives and learning outcomes; teaching methodology and organization, adequate evaluation of programme mastering; student achievements and individual work with them; teaching resources; teaching quality enhancement. All the members of the Expert Team examined the SER individually, preparing preliminary reports and indicating problem questions or discussion points.

During the site-visit, the Expert Team had the chance to meet and interview representatives of the GTTU administration, the programme Self-Evaluation Team, the Head of the Programme, academic staff (both affiliated members and invited teachers), students and graduates of the programme, and representatives of employers and internship supervisors. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the Expert Team regarding the provision of additional information were handled professionally and efficiently during the site-visit.

The Expert Team would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the site-visit.

▪ Summary of education program's compliance with the standards

The Expert Team obtained a very positive overall impression of the Programme, which allows GTTU students to familiarize themselves with a wide range of specialties, practice-oriented learning, development of a rounded personality and with proactive professional skills.

Programme aims and learning outcomes are well defined and correspond to the requirements of national documents, but do not fully reflect the needs of stakeholders (students, teaching staff, graduates) and all interested parties (employers, society) or a satisfactory of international approach. The expected learning outcomes are coherent and consistent with the type and level of studies and the level of qualifications offered. Learning outcomes, content and the qualifications offered by the Programme appear to be compatible with each other.

The Self-Evaluation Report and related annexes do not contain specific references to the way in which Programme aims and related learning outcomes are made public. Less clear is the advertising

strategy for the general public elaborated so far. However, it seems that a more structured advertising campaign would be beneficial.

Field subject's modules in the Programme are clearly described, consistent with the level of studies, and appropriate for the achievement of learning outcomes. The link of each study subject with the learning outcomes has been considered and clearly reflected in the module description. The Expert Team point out inconsistencies in the order of the course units within the study plan.

The assessment system of student performance is transparent, adequate and publicly available, and the professional activities of the graduates meet the Programme expectations. GTTU administration should follow the existing specific legislation for Programme and apply it to the new regulation, also to increase the volume of contact hours in the field study subject eliminating formula 2 +1 (2 theoretical lectures and 1 practical training).

Internationalization of Programme appears to be the weakest point, both in relation to outgoing and incoming students, academic staff, reading resources, research activities and other international events. A higher degree of teaching in English, which could be applied to international and field study subjects, would seem to be an appropriate measure in order for GTTU to draw benefit from international cooperation.

The qualifications and the number of the teaching staff in the Programme are adequate to ensure expected learning outcomes and meet the legal requirements. The academic staff are very professional and well-known in national academic environment. It has lead bringing very successful practical and professional experience, which is supporting modernization of the Programme. The Expert Team identifies the lack of full time involvement of teaching staff in Programme related activities, and the fact that 2/3 of teaching staff are highly involved in legal practice or teaching in another universities outside GTTU. This is together affected the absence of international mobility and clear leadership might jeopardize staff commitment to the GTTU as well as detract from the existence of a strong academic community. In a limited number of cases, academic staff are teaching modules in areas in which they do not yet have directly relevant research or practical experience. The evidence of individual or collectively scientific research is very limited and the general impression is that very few of the academic staff are regularly engaged in research or in scientific research networks. Balancing the academic staff time between professional practice, teaching activity in another universities and research activity appears to be a challenge to reach a quality of implementation the Programme. Otherwise, most of the academic staff may lack enough teaching experience and training in teaching methodologies.

GTTU has own premises for studies, the teaching equipment (classes, computer equipment, consumables, library) and learning resources (teaching textbooks, books, periodical publications, databases) are sufficiently adequate and accessible, and the arrangements for student practice appear suitable and satisfactory. However, the law section in the library was marked by a rather limited selection of books and electronic resources and on-line databases, especially compared to the available shelving space.

Students showed in great numbers and were impressively motivated. GTTU administration take care for the students' financial and social support, culture activities and social life. They valued the practice-oriented training, practical experience of teaching staff and the availability of placements. The assessment of students' knowledge, abilities and skills includes seminars, group works, individual tasks and aims at stimulating good educational performance throughout the semester, not only during the sessions. They also highlighted the ease, friendly and democratic contact and interaction with their teaching staff and senior administrators. Stakeholders too were very committed with the Programme and emphasized students' professional training.

Communication channels between the senior administrators of GTTU, teaching staff and the students appears to be improved, besides the fact on a great degree of pride and loyalty expressed by

students, teachers, alumni and social partners during the meetings with the Expert Team. Responsibilities for decisions and monitoring of the implementation of the Programme are clearly allocated, and information and data on the implementation of the Programme are regularly collected and analysed. Stakeholders have been engaged in the development of the Programme mainly through systematically and periodically collection and analysis of their feedback recorded in student surveys at course and programme level, exit surveys, graduates' surveys, alumni employment surveys and recommendations by the academic and invited personnel engaged in the implementation of the program.

The Expert Team concluded that Programme is appropriately titled, that it meets all of the formal requirements, which apply to a Programme of this kind and which are helpfully summarized in the Self-Evaluation Report. And that it is, therefore, consistent with both the type and level of studies; and the qualification to which it leads.

▪ **Summary of Recommendations**

1. The internationalization of the Programme has been strengthened significantly. Programme learning outcomes should be reviewed to become more coherent and express overarching learning outcomes for the programme using international best practices. Support and additional financial resources should include the financing of scientific research and mobility trips.
2. Ensure that academic staff and students fully understand the learning outcomes and aims and embed them in their overall study process
3. Ensure publicly available description of Programme objectives, aims and learning outcomes showing their interface with the demand of labour market and defined professional knowledge, skills and competences
4. Distinguish generic and sectorial competences for better understanding the relationship between the Programme aims and learning outcomes and the aims and learning outcomes in the course curriculum, especially in the specialized study subjects
5. Establish the clear conditions and support from GTTU administration for the professional development and qualification enhancement activities of the academic staff necessary for the provision of the Programme.

▪ **Summary of Suggestions**

1. Establish permanent Programme management working group/committee
2. Pay more attention to the publicity and marketing of the programme, both on national and English languages. GTTU website should be updated regularly presenting Programme, especially in the Faculty of Law web-section.
3. Ensure the transparency of admission procedure. It would be better understandable for school leavers to see detailed admission criteria at the GTTU web-page by indication on legal acts regulating admission process and procedures.
4. Some literature needs to be refreshed. It is desirable to prescribe the requisites of case law including years to be sure that case-law literature is updated. This will help and facilitate students to seek for proper literature as well.
5. Put on web-site publicly, as well as inform students by other means about appeal procedure concerning the students evaluation.
6. Professional development of academic personnel is mostly carried out in the university. GTTU must ensure publishing scientific articles in the university journal. The University journal is available in only material form and electronic copy could not be found. It is desirable to publish the electronic copy on different electronic libraries.

7. For the purposes of internationalization of the Programme, it will be better to improve knowledges of the foreign language of academic staff and GTTU personnel.
8. Continue working with the international partners of the university to benchmark against similar programmes available at foreign universities and to use the best international practice in the Programme development
9. Despite the access to foreign databases, students and academic personnel barely use foreign literature in their works. It is desirable, that academic personnel and students widely use the foreign literature in their research and papers.
10. For the professional development of academic personnel, it is desirable to hold the conferences, seminars and other educational activities in different fields of law
11. To implement various means of external quality assurance and consider results of external evaluation.

▪ **Summary of best practices (If Applicable)**

The establishment of Law Faculty Quality Assurance Division, which regularly ensures and assess quality of implementation of Programme.

Students' internship process is well established and managed. Each student of the program has opportunity to take 3 months internship in the University partner organizations considering their interests. This gives students practical experience and knowledge, which they combine during educational process

- **In case of accredited programme, summary of significant accomplishments and/or progress (if applicable)**

Compliance of the Programme with Accreditation Standards

1. Educational programme objectives, learning outcomes and their compliance with the programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

1.1 Programme Objectives

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

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The Self-Evaluation Report of undergraduate programme in Law (hereinafter – SER) provides an admirably comprehensive and clear account of directions in the aims at the GTTU Strategic plan 2017-2023.

One of the main part mission of GTTU, as publicly stated is to “establishment as a high-rating higher education institution in the country, region and abroad” and to “prepare students for competitive labour market challenges and decent membership of the 21st century global community by offering the education of practical values based on modern scientific, pedagogic, technological achievements”. This mission are reflected to the mission, objectives and strategy of the Faculty of Law as a component structural unit of GTTU.

Aims and learning outcomes of the Programme are sufficiently defined to reach mission of the GTTU and relevant goals, i.e. train a qualified, publicly responsibly lawyer who is competitive on the labour and education market by offering the education the quality of which is relevant to appropriate modern standards.

During interview with the University Administration and Head of the Programme was illustrated a clear contribution of research data on labour market to the development and improvement of Programme. The Expert Team get evidence that systematic labour market analysis and consultations with potential employers was used in Programme development process.

Programme, which started in 2012, has been continuously developing. Programme is delivered only in national language by 25 academic staff, 16 of them are professors and 9 – invited, number of contact hours are increased and all study courses has the same proportion (2 theoretical + 1 practical hours), also the procedure for the evaluation of a student's achievements was changed, criteria in the syllabus of the undergraduate thesis and professional practice was inculcated, practical component of development professional skills was added in course curriculums.

Programme is oriented to the 1st educational cycle, where preparation of lawyers is focused on obtaining the set of theoretical and practical knowledge, professional skills and competences in the field of national law. The graduates are expected to become professionally qualified specialists being able to adapt the acquired practical knowledge and professional skills into the changing legal environment of the national labour market. Thus, the Expert Team see the shortcomings that Programme is totally oriented on a national, not on an international approach. This was clearly seen from the initial SER analysis and during the Expert Team meetings with the members of Self-Evaluation Team, Head of the Programme, academic staff and students. Lack of international component in the Programme could be eliminated through tuning – up objectives and learning outcomes in the Programme and, accordingly, in the each course curriculum.

During the site-visit, students and alumni stated their overall satisfaction, some of them very enthusiastically on how the programme filled their expectations. Main reason for students who choose this program is the

practical component of studies, very professional teaching staff, for some students it was friends' suggestions, for some - interesting lecturers were main drivers for the choice. Expectations were high and if we do not count some of the feedback that students have, most likely they got them fulfilled.

The Expert Team commends a recent initiative taken by the GTTU Administration to establish a clear Programme management, responsibility and control mechanism. Head of the Program, Head of Department of Private Law, Head of the Law Faculty Quality Assurance Division and Dean of Law Faculty fully ensures compliance of academic program goals and learning outcomes with the Program. During the site visit, the Expert Team satisfied on students, academic staff, alumni and representatives of employers' involvement in programme development. Programme development platform is created through established the Working Group on Renewal and Processing of the Law Program in order to meet compliance with the new standards of accreditation and to make necessary changes in the program. The Expert Team had the opportunity to meet all Programme stakeholders and verify their a substantial contribution in the development of the Programme, for example, providing specific ideas regarding trends in required practical skills of graduates, willingness to contribute to the bachelor thesis of students in making more reflective of current national legal problems, development of cases that are more suitable to national legal practice and legal society, etc.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Programme description
- GTTU Mission and Faculty of Law Mission Statements
- GTTU and Faculty of Law Strategic Development Plans
- Results of labour market research and various surveys of stakeholders (students, graduates, employers)
- Interview with Programme management and administration team
- Interviews with students and graduates
- Interview with affiliated academic staff and invited academic staff
- Interview with representatives of employees
- GTTU website

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development
- To establish permanent Programme management working group/committee
- Pay more attention to the publicity and marketing of the programme, both on national and English languages
- Keep the GTTU website updated presenting Programme in the Faculty of Law section

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

The establishment of Law Faculty Quality Assurance Division, which regularly ensures and assess quality of implementation of Programme

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

1.2. Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analyzing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyse and evaluate program's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Self-Evaluation Report (hereinafter – SER) and Programme presented by GTTU shows, that Programme has one main aim and 14 learning outcomes (hereinafter – LO). It is abundantly evident from the detailed course descriptors provided in the SER, that a great deal of effort has gone into trying to ensure that these aims are fully reflected in the syllabus, which have been devised for the constituent modules.

The correlation between the main aim and LO of the Programme is clear and well defined. They focus on the academic and professional requirements for a legal specialist's education, also meet law standard requirements and public needs to find specific employment.

SER and related annexes do not contain specific references to the way in which Programme aims and related learning outcomes are made public. During the site visit, the Expert Team was able to verify that academics, students and social partners are sufficiently aware of them. Less clear is the advertising strategy for the general public elaborated so far. GTTU staff emphasized that in this respect the reputation of the College is its best advertisement. There is no doubt that the reputation of the institution represents a major asset in attracting new students. However, it seems that a more structured advertising campaign would be beneficial.

Programme is designed to produce results, which develop the student's legal and social skills, and professional competences, which enable them to work in various public and/or private institutions.

As for the LO description, it would be advisable to make explicit reference to the proper understanding and the ability to develop a critical analysis of the relevant case-law (which is not mentioned in the actual documents). The corresponding curriculum subjects should be listed accordingly. Other inconsistencies concerning the curriculum subjects deal with the compatibility of their content with the intended LO.

The Expert Team indicated that academic staff, students and employers has different perceptions to the context and value of LO for Programme. Clarity between acquired generic and subject-specific competences and the expected results would allow the harmonization of Programme aims with LO and expected results.

Academic staff, students and all related stakeholders are involved in the evaluation process of LO, they help to define the conformity of the Programme with the requirements of labour market and the possibility of proceeding bachelor studies at higher levels. The evaluation is conducted by surveys and direct interviews.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Programme description
- Interview with Programme management and administration team

<ul style="list-style-type: none"> - Interviews with students and graduates - Interview with affiliated academic staff and invited academic staff - Interview with representatives of employees - GTTU website
Recommendations: <ul style="list-style-type: none"> o Proposal(s), which should be considered by the institution to comply with requirements of the standards - Programme LO should be reviewed to become more coherent and express overarching LO for the programme using international best practices - Ensure that teaching staff and students fully understand the LO's and aims and embed them in their overall methodology - Ensure publicly available description of Programme objectives, aims and LO showing their interface with the demand of labour market and defined professional knowledge, skills and competences - Distinguish generic and sectorial competences for better understanding the relationship between the Programme aims and LO and the aims and LO in the course curriculum, especially in the specialized study subjects
Suggestions for programme development: <ul style="list-style-type: none"> o Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable) <p>The internationalization of the Programme has been strengthened significantly</p>
Evaluation <ul style="list-style-type: none"> o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	<input checked="" type="checkbox"/>			

2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>The university has the relevant, public and accessible admission preconditions to the BA law program. Admission precondition are in line of Legislation of Georgia. Legal criteria for admission gives possibility to citizens of Georgia as well as foreign citizens to apply for the program</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results - General admission precondition are published on the University web-page. The same are written in the program. - Legal acts of Georgia. - Interview during the site- visit.
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development <p>It would be better understandable for school leavers to see detailed admission criteria at the University web-page by indication on legal acts regulating admission process and procedures</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Program is designed according to the HEI's methodology of program planning and developing. The methodological document was approved in 2017 and later - amended.

Program contains the table of content, which simplifies the searching process, as well as ab initio makes reader turn aware and perceive the structure. The design is logical, sequential and visible. The Content contains all necessary information related to program goals, qualification, program admission preconditions, learning outcomes, students assessment system, methods for achieving of learning outcomes, learning plan, learning process organization, financial issues, quality development issues, material resources needed for program implementation, human resources etc. The content corresponds to laws and bylaws in those parts, which are prepared in virtue of legal acts.

It is worth to emphasize that courses are well-distributed in modules. Each module performs the solid number of courses touching all sphere of law, what gives possibility to students to be free in choosing and designing the individual learning profiles based on their will (of course alongside of mandatory courses).

Program introduces the combination of theoretical and practical courses, which guarantees the achievement of program goals.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Program
- HEI's methodology on planning, designing and developing of programs.

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.3 Course

- Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
- Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Learning outcomes of compulsory courses met Programme learning outcomes. This is proved by learning methods, contact hours, number of credits prescribed in syllabuses.

Teaching materials corresponds to modern demands and reflect almost all legal literature which are available currently in Georgia in electronic or printed versions.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Syllabuses of courses
- Program
- Interviews with students, alumnis, employers.

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development

Some literature needs to be refreshed. It is desirable to prescribe the requisites of case law including years to be sure that case-law literature is updated. This will help and facilitate students to seek for proper literature as well.

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

According to the program all courses together form the space of good possibilities for students to obtain professional skills via combination of theoretical and practical learning. This fact is proved not only from courses introduced in program, but statistics. Most of students attended the professional practice or internship at different public bodies and private organisations. This is the case when moderate or small amount of students play positive role in reaching the program goals and learning outcomes. So the program offers to students real environment for development. The university ensures the practical skills' development via concluding memorandums and placing students at different bodies and organisations.

The rate of professional employment of alumnis are solid.

As well as the program introduces the possibility to rise the capacity and knowledge of foreign languages (English language).

The university systematically organizes the conferences. Students are participating in conferences.

It should be mentioned that the University is highly oriented on students demands and creation of friendly environment. Students feel good and even are eager to continue in MA programs again at this university. This kind of situation helps students to develop personally as well.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Program
- Agreements and memorandums
- Self-evaluation report
- Interviews with students, employers

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
<p>2.5 Teaching and learning methods</p> <p>Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.</p> <p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>In 2017, after entering into force of new accreditation standards, the University adopted new document on mechanisms of evaluation of program learning outcomes. During the site-visit interview the program personal sincerely and frankly said that the document is new and still need to be well-integrated in practice. The document contains the different instruments – learning outcomes mapping system, indicators, methods of evaluation, monitoring tools etc. This kind of approach and attitude implies to check and inspect the teaching and learning methods taking into account the course content, level of education etc.</p> <p>Besides of above-mentioned, the University adopted lots of new legal documents in order to assist the program development according to new standards.</p> <p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> - Interview - The University legal act - Program - Syllabuses of courses <p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards <p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development <p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
<p>2.6. Student Evaluation</p>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>Students evaluation system is based on legislative requirements. Within the framework of each course there are presented individual methods of students' evaluation. Students have consulting hours with teachers, so they can clarify with some evaluation issues individually and privately.</p> <p>There was no case of complaining the evaluation. Students know that they have rights of appeal and dispute, but they are not aware of concrete procedures.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results - Program - Syllabuses - Interview
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development <p>Put on web-site publicly, as well as inform students by other means about appeal procedure concerning the students evaluation.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering	<input checked="" type="checkbox"/>			

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Students receive proper consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development. They are well informed about the consultation opportunities and other supporting services available at GTTU.

Faculty Administration, Head of the program, program tutor and program academic staff are always welcome to support students in planning their individual study plan and to answer students questions related to learning process. Students have opportunity to form their semester study plan during the academic registration, no later than 1 week before the beginning of each semester. They can choose professors as well as academic courses. The program structure and information about each course can be found on the University web page. Moreover, the information about students' academic registration is published on the information board and University web-page. Students have opportunity to find required information about each course and based on that, make decision regarding the course selection. The academic registration is conducted by the student in the interactive system of management of the university. In this process faculty determines minimum number of students that is obligatory to offer the course. According the Interviews with Head of the program this number can be from 8 to 10 students. In case the students number registered on the particular course is not enough the students are offered to select different course considering their interests.

Based on students' interviews we can say that university administration and academic staff is supportive and helpful in the process of planning of each student's individual academic schedule. Timetable of lectures are flexible and students have opportunity to select suitable time for them.

Generally, students and graduates are extremely satisfied with the support and consultations of faculty administration and academic staff. They outline this factor as one of the significant features of the GTTU.

Students are informed and have opportunities to participate in various local and international projects, events, conferences and research activities. Also, students can participate in international exchange programmes.

Students are getting the information about the various local and international projects, events, conferences, research activities, etc. from different sources. In particular, the Faculty administration and academic/invited staff gives full information to students. In addition, the information is directly announced in the groups systematically, published on the information board and website, text-messages are sent to students' mobile numbers.

The information about planned projects, events and other activities are very transparent and each student has opportunity to participate. Students' selection process (when needed) is very transparent too.

Students had opportunity to participate in the international exchange program with "In-Holland" University, Netherlands.

Student scientific conferences are held annually in the university. Index of conduction of conferences and participation of students in the years of 2013-2017 is increasing.

Each student is taking an internship in GTTU partner organization considering students interests. Additionally, students have opportunities to be involved in the deferent cultural and sport activities.

The workload of academic/invited/administrative staff includes hours for student advising. Students have

good and intensive communication with program academic/invited/administrative staff using both formal and informal means of communication. Official consultation hours for each course is determined and published in the course syllabi and on the information desk. Despite that, students always have opportunity to communicate with academic staff informally during their working hours.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Self-evaluation Report
- University Academic Council Order №01-01/59 on students support services
- Interview with the Self-evaluation team
- Interview with Head of the Program
- Interview with academic staff
- Interview with students
- Interview with graduates
- Interview with employers and other social partners
- Syllabus
- GTTU web-page

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

Students' internship process is well established and managed. Each student of the program has opportunity to take 3 months internship in the University partner organizations considering their interests. This gives students practical experience and knowledge.

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Evidences/indicators

<ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results
Recommendations: <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
Evaluation Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	<input checked="" type="checkbox"/>			

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources

- Programme staff consists of qualified people who have necessary competences in order to help students achieve 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. Balance between academic and invited staff ensures programme sustainability;
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The academic personnel and invited lecturers carry out the educational program. They have the appropriate qualifications to ensure the teaching of their discipline. Most of them hold PhD degree in Law and are actively involved in the process of professional development.

The academic personnel and invited lecturers are selected by the university by open competition, which is publicly available and the information is posted on the web-site of the university. The candidate's qualification and list of documents for submission is determined by the order in advance. The final stage of the competition is the interview, after the selection process of the documentation.

Personal case of every academic personal was studied. They are actively involved in scientific research. They work out and publish several scientific articles. In addition, the book was published by the support of the university. Scientific articles are mainly published in the university journal „Life and Law”.

Invited lecturers are also selected by open competition. After examining their personal cases, it has been shown that their qualifications and knowledge are fully relevant to their activities.

In the framework of the program, student is able to get involved in scientific research and right the scientific article by his interest. The best papers are presented at the conference and are published in the university journal. The paper published in the journal, should have the academic supervisor, who is the responsible for the quality of the paper.

Qualification of academic personnel and invited lecturers are in accordance with the required qualifications and exercising duties. However, it should be noted that the most of the academic personnel cannot speak English or any other European language. Consequently they are not able to get involved in international programs. Insufficient knowledge of foreign languages is reflected in syllabus, articles and master's/bachelor's paper. Foreign literature is hardly used in them.

Several numbers of the academic personnel are employed in other HEI. Some of them are practicing barristers. Academic program has 25 academic personnel 24 of them are affiliated, and 9 of them are invited. 428 students are enrolled in the program, which means that the number of the academic/invited personnel is sufficient for achieving the outcomes of the program.

Academic personnel are actively involved in the student counseling. Each syllabus includes a consultation day and the hour. Also, information on consultation hours is available on the news board and at the dean's office.

The head of the program is Mr. Sergo Chelidze, who has been involved in educational activities for more than 12 years. He is the PhD in Law. From 2006, he was the associate Professor of different HEI, and since 2010 he is the deputy dean of the law faculty at the same university. He has experience in educational field

and is the expert in the quality of education. He has published 6 scientific works. The head of the program is actively involved in the process of evaluation and development of the program.

The appropriate competence 58 administrative and support personnel are involved in the implementation process of the program. Their competence are in accordance with their duties.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development
- Professional development of academic personnel is mostly carried out in the university. They write the scientific articles and publish in the university journal. It will be desirable if they involve in external activities. Including university research, scholarship programs or scientific conference.
- For the purposes of internationalization of the program, it will be better to improve the knowledge of the foreign language of the personnel

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

- Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
 - ☒ Complies with requirements
 - ☐ Substantially complies with requirements
 - ☐ Partially complies with requirements
 - ☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

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

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

During the academic year, in the frameworks of the program various scientific and educational activities are planned. Students with the academic personnel are actively involved in the activities. Several times were noted that university organizes conferences within the university and the winner participates in the joint university conference. The best papers are published in the journal „Life and Law”.

HEI has proper material and technical bases. Professional literature can be found in the library. At the same

time, the library is equipped with computers and foreign language scientific program is available through this way too. Academic personnel and students can access the program.

Academic personnel published several handbooks, which is also used by other HEIs. Expenses for the edition was covered by HEI, by as they mentioned HEI is not able to cover the scientific research expenses. Hence, academic personnel have to pay by their own.

Only a small number of academic personnel is involved in international projects. In the framework of Erasmus HEI cooperates with other HEIs, but the number is few. Also the number of joint projects with foreign institutions is very low.

For the development of the program, HEI carries out questionings students about the program. Questioning results are summarized, processed and implemented to eliminate the identified defects. Based on this, several amendments were implemented within the scope of the academic program.

The HEI has approved rule of evaluating of scientific activities. According to this rule, scientific activities are provided in different ways, for example, preparation of monographs, textbooks, scientific works, scientific papers and articles. Academic personnel are involved in these activities, but the university does not encourage personnel based on their achievement.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standard

Suggestions for programme development:

- Non-binding suggestions for programme development
- It is desirable if academic/invited personnel get involved in the international scientific projects.
- The University journal is available in only material form and electronic copy could not be found. It is desirable to publish the electronic copy on different electronic libraries. Including at the Electronic Library of the Law.

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

HEI is provided with the appropriate material and technical resource. The University has a library equipped with modern database systems, where students can find the legal literature of the electronic and hard copies. 20 different handbooks were selected from the syllabus by random selection and all of them were found in the library and are available for the students. Electronic books are available on electronic portal of HEI and are available for all students.

The university is equipped with the modern technologies. There is a computer and a projector in every auditory. On the first floor of the university there is the computer center, where the test exams are conducted. Students can use the same center in the process of study.

EBSCO scientific base is available in the library and is actively used by the academic personnel and students in learning process. Material and technical base is fully available for students and academic personnel. Student and academic personnel survey revealed that through the scientific base they have the opportunity to learn and use the literature. As the students mention they often use the scientific bases.

Several bachelor's papers were examined by random selection method. It should be noted that foreign literature was rarely used in the papers. During the interview, students mentioned that they are not able to read foreign literature because they do not possess foreign language. Students are aware of the rules of using the databases, though scientific sources are not widely used.

Supporting foreign languages teaching is necessary for the internationalization of the program. In Bachelors program 24 credits are prescribed for English language and 12 credits for legal English. As a result of interview with the students and graduates, it was shown that this way of teaching of English language is not enough. Because of the lack of knowledge of foreign language, students are not allowed to participate in exchange programs and use foreign-language material within the scope of research.

According to the personnel cases, academic personnel rarely participate in seminars or conferences related to the different fields of law. Only a small number of academic personnel attend trainings, seminars and conferences, which take places outside the university. University does not provide their engagement in professional development.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Interview with stakeholders
- Referral examination
- The rules of use the library

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development
- Despite the access to foreign databases, students and academic personnel barely use foreign literature in their works. It is desirable, that academic personnel and students widely use the foreign literature in their research and papers.
- For the professional development of academic personnel, it is desirable to hold the conferences, seminars and other educational activities in different fields of law

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.4. Programme/faculty/school budget and programme financial sustainability

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

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The HEI is private owned educational institution, which is financed by students' fees. The program budget covers academic personnel and invited lecturers' salaries. Also the expenses of scholarships, advertising and handbooks are covered from the budget. Requested documentation proved that faculty indeed spent money on handbooks, advertising, business trips and publishing scientific literature. The latter implies the expenditure of the university journal edition. Over the last year, the expenses incurred only on scientific research.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Extract from the Bank Account.
- Interview
- Order

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards
- University covers very small amount of Business trip expenses. The interviews revealed that the HEI hardly funds the research expenses. The only exemption is the reimbursement of business trip expenses and university journal publication expenses. In order to enhance the internationalization of the program and qualification of the personnel, the budget should include the financing of scientific research and business trips.
- Academic personnel rarely participate in qualification enhancement activities, according to their private cases. Some of them participated in exchange programs but the number is not enough. Academic personnel must be constantly involved in the continuous legal education program. For the purpose of implementing the program, it is desirable that the various educational/scientific activities were funded from the budget.

<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources	<input checked="" type="checkbox"/>			

5. Teaching quality enhancement opportunities

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

5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Programme staff collaborates with University quality assurance services when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement. University faculty members, head of the program, academic and invited professors are involved in the process of program development. They actively collaborate with both the GTTU and the Faculty Quality Assurance Service in the process of planning program evaluation, developing appraising and evaluating instruments, evaluating the program. The results are used for the enhancement of the program.

The evaluation of the educational program is carried out annually. Educational program quality assessment is conducted by the faculty's quality assurance service, while monitoring is carried out by the University's QAS.

In the evaluation process program's all stakeholders are involved. In particular, academic and invited staff, faculty staff, students, partner organizations (employers), graduates. Results of their assessments are taken into consideration to develop the program.

Quality assurance results are taken into consideration when making programme related decisions. Assessment results of program implementation are discussed on the faculty board and awarded to the University Quality Assurance Service for the recommendations. The University Quality Assurance Service's recommendations are approved by the Rector of the University. Recommendations and comments made by the Faculty or GTTU Quality Assurance Service is provided to the persons involved in the program, as well as the program elaboration and renewal group that considers these recommendations to modify the program.

Considering QA results following changes were implemented in the BA program: several subjects were added to the program, contact hours were increased, etc.

Programme self-evaluation report is prepared with an active involvement of academic and administrative staff. Faculty members, head of the program, academic and invited staff, students, graduates and employers were involved in the process of self-evaluation. Program development group was established by the Rector's order. Program development group analyzed the results of the program evaluation and gave recommendations and proposals regarding program enhancement to the faculty QAS. After expertise of faculty QAS, final recommendations and modified program were discussed and approved in the faculty board.

Programme quality assurance is based on the "plan –do – check - act" principle. The University operates and makes publicly available its quality assurance system, which provides a cycle: "plan–do–check– act" (PDCA).

This cycle is carried out by the University and the Quality Assurance Department, based on systematic surveys and analysis of students or academic and administrative personnel, employers and educators.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results

<ul style="list-style-type: none"> - Self-evaluation Report - Rectors Order № 01-01/59, methodology for planning and developing an educational program - QA documentation - Program development group and faculty council memos - Interview with the Self-evaluation team - Interview with GTTU QA Head - Interview with Head of the Program - Interview with academic staff - Interview with students - Interview with graduates - Interview with employers
Recommendations: <ul style="list-style-type: none"> o Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: <ul style="list-style-type: none"> o Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
Evaluation Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

- o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The University utilizes program accreditation process (which is mandatory by Georgian law on HE) for external quality assurance. The recommendations of the Accreditation Expert Report of the National Center for Quality Enhancement received on October 11, 2013, were fully shared by the University. The program was modified on 14 November 2013 according the Recommendations of Accreditation Experts report. Also,

by the Faculty Council's Decree of 29 December 2017, the number of contact hours in several subjects were increased from 2 to 3.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Self-evaluation Report
- Interview with the Self-evaluation team
- Interview with GTTU QA Head
- Interview with Head of the Program
- Interview with academic staff

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development
- It is advised to implement various means of external quality assurance and consider results of external evaluation.

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

BA Programme monitoring and periodic review is conducted with the involvement of academic/invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. The university has developed an educational appraisal assessment system and student monitoring appraisal mechanisms, which result in improving the quality of the learning process. University faculty administration, academic and invited staff and students, graduates, employers and other social partners are involved in the process using questionnaires, meetings and discussions.

The Program monitoring and evaluation is conducted periodically by involving program stakeholders. The University analyses the information received and modifies the program accordingly to ensure its relevance.

The University plans to utilize peer review involving foreign partner for the purpose of program development. For this purpose, negotiations are ongoing and information exchange is taking place with the Netherland's "In-Holland" University, which implements analogous educational programs.

The University carries out the academic and invited staff teaching evaluation using pre-determined classroom observation template.

In the university the rule of classroom observation (interconnection) by peers from the faculty has been introduced, which facilitates the development of the academic and invited staff. Faculty administration determines the schedule of classroom observation and the results of the attendance are analyzed at the Faculty board sessions.

At the end each semester students are asked to evaluate each course by completing particular questionnaires. The results are used for course improvements;

The University works to compare program with similar programme available at foreign university for the purpose of program development. For this purpose, negotiations are ongoing and information exchange is taking place with the Netherland's "In-Holland" University, which implements analogous educational programs.

The University uses program monitoring and program results to evaluate the program efficiency and if necessary - modify and improve the program.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Self-evaluation Report
- Interview with the Self-evaluation team
- Interview with GTTU QA Head
- Interview with Head of the Program
- Interview with academic staff
- Interview with students and graduates
- Interview with employers
- Students survey results

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development
- For the purposes of program enhancement, it is suggested to continue working with the international partners to utilize peer review
- In order to further develop the program, it is suggested to continue working with the international partners of the university to benchmark against similar programmes available at foreign universities and to use the best international practice in the program development

Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
Evaluation Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>			

Enclosed Documentation (if applicable)

HEI's Name: LLC Guram Tavartkiladze Tbilisi Teaching University (GTTU)

Higher Education Programme Name: Law

Number of Pages of the Report: 32

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	<input checked="" type="checkbox"/>			
2. Teaching methodology and organization, adequate evaluation of programme mastering	<input checked="" type="checkbox"/>			
3. Student achievements and individual work with them	<input checked="" type="checkbox"/>			
4. Providing teaching resources	<input checked="" type="checkbox"/>			
5. Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>			

Expert Panel Chair

Prof. dr. Raimundas Kalesnykas

Expert Panel Members

Professor dr. Ekaterine Kardava

Nino Lipartia (Employer)

Tea Imedadze (Student)