



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name

Private law

HEI's Name

LTD Guram Tavartkiladze Tbilisi Teaching University (GTTU)

Date(s) of Evaluation: 2 October 2018

Report Submission Date: 18 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	Private Law
Level of Education	Master
Qualification Granted Indicating Qualification Code	Master of Private Law 0603
Language of Instruction	Georgian
Number of Credits	120
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, Expert of Quality Assessment in Higher Education at the Centre for Quality Assessment in Higher Education (CQAHE), 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

Master Programme of Private Law (hereinafter - Programme) at Guram Tavartkiladze Tbilisi Teaching University (hereinafter – GTTU) implemented since 2012. Programme at GTTU accredited by the Decision №148 of Accreditation Council of the National Centre for Education Quality Enhancement on October 15, 2013.

The educational program implies an accumulation of 120 ECTS credits. 1 credit = 25-30 astronomic hours. Programme is well accepted in the education market with enrolments of around 40 students per year, with acceptance rate of about 1 out of 2 applicants, with the low turnover of academic staff, with acceptance rate of about 1 per academic year. Faculty of Law together with the Department of Private Law are responsible for Programme management.

### ▪ 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 with regard to content, level of definition, structure and suitability with respect to academic and professional demands, is assessed favourably, as well as the GTTU strategy and strategical plan for academic development and updating of the curriculum competences.

The main objective and intended learning outcomes of the Programme are enabling students to obtain basic legal competences and skills in general and in particular the expertise in the field of national law, enabling them to perform practical legal work in national legal environment. Programme promoters could have a clear perception and distinguish LO and expected results from bachelor level and master level according to EHEA, Bologna and Dublin descriptors requirements to study cycle.

Programme aims and learning outcomes are properly defined and correspond to the requirements of national documents, but do not fully reflect to the needs of stakeholders (students, teaching staff,

graduates) and all interested parties (employers, society) or a satisfactory of international approach. Learning outcomes, content and the qualifications offered by the Programme appear to be compatible with each other.

The Expert Team interview with the programme management, academic staff and employer's representatives showed that the content of the programme could be further enhanced in certain areas. Further development of the programme should consider developing additional subjects, enriching / revising content of existing subjects, reconsidering compulsory / elective courses, etc. The need of comparative modules/courses integration pointed out by students as well in proposing actions that could improve the Programme. The Expert Team pointed to remove general subject and include more targeted course units following the Programme title.

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 a great number and were impressively motivated. They very favourably valued the practical profile of their academic staff, the opportunities to continue their studies at the same University and to choose specialized studies according to this Programme and the availability and running of placements. They also highlighted the ease of contact and interaction with their professors and administration and expressed general satisfaction with them. Stakeholders too were very committed with the Programme and emphasized students' good training and the development of innovative projects. The awareness within students and academic staff regarding the rules for

preparation and defence of master thesis is not enough. The supervisor helps the Master's student to work on the Bibliography and prepare / specify the work plan. Periodically checks the ongoing work on the subject, as a consultation, performs certain adjustments to the work performed by the student.

On the other hand, during the introductory meeting on the site visit, the GTTU administration and the Head of the Programme have stressed the difficulty they experienced promoting the participation of students in the Programme management. The rather weak involvement of students in the design and implementation of the Programme features has also been confirmed by students themselves in the meeting with the Expert Team. It would be thus advisable that the GTTU develops a proper set of tools and explores new avenues of strengthening the awareness of the importance of students' involvement in Programme management.

GTTU administration take care for the students' financial and social support, culture activities and social life. 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.

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.

#### ▪ **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. English language component should be in all Programme. GTTU should have international strategy and an internationalization plan, which encourages improving European and international dimension of Programme.
2. Clearly define and distinguish the generic and subject-specific competencies with regard to the eligibility requirement posed for the 1st study cycle (bachelor level) and 2nd study cycle (master level). Teaching staff, students and social partners (employers) should fully understand the LO's and aims and embed them in their overall methodology.
3. Eliminate generic and sectorial competences for better understanding the relationship between the Programme aims and LO and the aims and LO in the course curriculum, paying attention that this Programme is specialized on master level and LO should more focus on elaboration research, critical thinking or inter-disciplinary skills and professional competences through only specific course modules.
4. To adjust new rules on MA thesis preparation procedures, research planning, academic requirement and improve the supervision process. Awareness of academic/invited staff and students regarding to the rules for preparation and defence of master thesis should be raised. Supervisors of master thesis should be selected according to the university regulations, considering professor's scientific-

- research experience. Also to strive implementation of international standards in the process of the preparation and defence of master thesis.
5. 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.
  6. 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.
  7. Assess teaching and scientific workload of the academic staff. Academic staffs' teaching and research activities and make decisions regarding their promotion according to the evaluation results should be performed regularly.

▪ **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. It would be advisable to increase the number of courses that can offer contents with an international or European dimension, in order to strengthen the international and inter-cultural dimension of the Programme.
4. Strengthen the content of the program in the areas of private law institutes such as issues on obligation, international commercial contract, international company law, etc.
5. Affiliated and Invited Staff could provide more specific description of the expected LO for the Final Degree Project within the subject module syllabus, which correspond with the main objective of the Programme.
6. Ensure that all teaching staff in Programme has the highest academic degree -professor of law.
7. Develop motivation mechanisms for master students involving them in the various local and international projects, events, conferences and other research activities, including mobility opportunities.
8. Continue working on internationalization, increase number of international projects for academic staff and students, regularly organize international conferences, implement research activities etc.
9. 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.
10. More frequently use international literature during preparation of Master thesis, because the amount of literature (besides the normative documentation) is very low, also in some of the Master thesis no foreign literature was used.
11. Implement periodical reports of supervisors regarding the student's performance during the supervision process of Master thesis. Each supervisor should have the new, modern and contemporary knowledge. Most of the academic staff could not speak English/German/French languages. So they do not have chance to be in touch with new materials and to guide students with new literature.
12. 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.
13. Implement various means of external quality assurance and consider results of external evaluation.

14. Communication channels between students, academic staff, faculty administration and social partners should be institutionalised and standardised in order to abide and ensure the principles of transparency, fairness and equity

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

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

- **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 21<sup>st</sup> 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 Georgian language by 9 academic staff, 6 of them are professors, 2 – associated professor and 1 – invited specialist. Number of contact hours are increased and all study courses has the same proportion (2 theoretical + 1 practical hours = 30 + 15 teaching hours). Procedure for the evaluation of a student's achievements and procedure for drafting and defending the Master's thesis was changed with the new inner regulation, also criteria of evaluation in the syllabus of Master's thesis was inculcated. Curriculum map was added to the Programme with the purpose of aligning the learning outcomes of the primary specialty courses with the learning outcomes of the Programme, which clearly demonstrates the relevance of the learning outcomes of each academic course with the Programme learning outcomes described by the general and field competencies. The learning outcomes evaluation plan was added to the academic program, which enables to measure the program learning outcomes achieved by the student by means of a specific academic course.

Programme is oriented to the 2<sup>nd</sup> educational cycle of studies, where preparation of lawyers is focused on obtaining the set of a deep theoretical and practical knowledge, professional skills and competences in the specific field of private law at national level. The graduates are expected to become professionally qualified specialists being able to adapt the acquired systemic 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 opportunity after graduation BA studies in Law to continue their studies without interruption at the same University, the practical component of studies, very professional teaching staff, for some - interesting lecturers were main drivers for the choice.

On the other hand, during the introductory meeting on the site visit, the GTTU administration and the Head of the Programme have stressed the difficulty they experienced promoting the participation of students in the Programme management. The rather weak involvement of students in the design and implementation of the Programme features has also been confirmed by students themselves in the meeting with the Expert Team. It would be thus advisable that the GTTU develops a proper set of tools and explores new avenues of strengthening the awareness of the importance of students' involvement in Programme management.

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 analysis 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
- Interview with the Head of Quality Assurance Department
- GTTU website

#### **Recommendations:**

- Proposal(s), which should be considered by the institution to comply with requirements of the standards
- The internationalization of the programme has been strengthened significantly. GTTU must support and allocate additional financial resources of the financing of scientific research activities, academic staff and students mobility trips.
- English language (or another foreign language) component should be used in all Programme (teaching syllabus, writing master thesis, analyzing cases of international courts, reading material and book in library, etc.).
- Develop GTTU international strategy and an internationalization plan, which encourages improving European and international dimension of the Programme.
- Faculty of Law administration could be more proactive in reviewing and disseminating Programme

<p>importance to the society needs in particular to their own staff who was in meetings, seemed unsure of some of the detail.</p>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> <li>- To establish permanent Programme management working group/committee</li> <li>- Pay more attention to the publicity and marketing of the programme, both on national and English languages</li> <li>- Keep the GTTU website updated presenting Programme in the Faculty of Law section</li> <li>- Ensure that all teaching staff has the higher academic degree -professor of law</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul> <p>The establishment of Law Faculty Quality Assurance Division, which regularly ensures and assess quality of implementation of Programme</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>1.2. Programme Learning Outcomes</b></p>
<ul style="list-style-type: none"> <li>▪ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li>▪ Programme learning outcomes assessment cycle consists of defining, collecting and analyzing data;</li> <li>▪ Programme learning outcomes assessment results are utilized for the improvement of the programme.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ Describe, analyze and evaluate program'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)</li> </ul> <p>SER and Programme presented by GTTU shows, that Programme has one objective, 6 aims and 8 learning outcomes (hereinafter – LO). The Expert Team stressed, that the Programme should more focus on one main Programme aim and specific, but not general, skills and knowledges. It is the weakness point of the Programme, where some LOs are over-elaborated referring to specific subjects of private law institutes. For example, under <i>Knowledge and Understanding</i>, no references to specific topics are needed. Instead, emphasis should be given to the development of integrated and inter-disciplinary knowledge and skills. It is a Programme on master level and the focus is not in basic understanding of private law, banking law, insurance law, but rather in deepening and integration of professional knowledge, critical thinking and research skills and professional competencies.</p> <p>Although, the Programme aims and learning outcomes appear consistent with legal requirements and are</p>

generally in line with the type and level of 2<sup>nd</sup> cycle studies and the qualifications offered, the Expert Team noticed some relevant inconsistencies, which deserve to be mentioned. More precisely, there are two of the elements that need to be clarified.

The first element is related to the general aim of the Programme. As already mentioned, the general aim of the Programme is to train legal specialists with a sound knowledge of the national legal system. In other words, the Programme is mainly focused on the internal dimension of legal studies. Needless to say, a strong command of the national legal system represents a *condicio sine qua non* for a good lawyer. Yet such a command involves (and presupposes) also a deep knowledge of international law sources. Against this scenario, it is quite surprising that in the relevant documents no reference is made to the need of ensuring a proper knowledge of the international dimension of legal studies. The fact that such dimension does not represent a priority in the design of the Programme has been confirmed on the occasion of the site-visit. Indeed, academics and students have only put emphasis on the “internal” didactic offer without reference to the international law courses. The low importance given to the international dimension of legal studies mirrors the actual offer of international exchanges, which is quite limited. The Expert Team maintains that the Programme aims and learning outcomes should be revised in order to highlight the role the international law plays in ensuring a proper education for lawyers.

Second, even if this Programme is mainly devoted to ensure a practical training to students, it must be not forgotten that research abilities represent today an important tool for lawyers who will be able to reconstruct the relevant legal framework, as well as recognize its shortcomings emerging from the practice. Unfortunately, research skills and critical-thinking skills are not mentioned among the skills to be acquired by students attending the Programme. Actually, the interviews with students and academic staff made during the site-visit confirmed that research activities are not among the priorities of the Programme. In particular, it seems that academics are not particularly involved in scientific research activities. As a consequence, the possibility to involve students in research activities is quite limited. In the light of the foregoing, it should be explained how the instruction in this critically important skills is conveyed to students.

The correlation between the main aim and LO of the Programme, LO of the Programme and each course module is not very clear and well defined. They focus more to the developments of general skills and knowledges of law related learning subjects, also communication and learning skills. From the analysis of Programme content and course syllabus, it is difficult to find the differences between this Programme and BA Programme in Law. This provision was convinced during the Expert Team meeting and interviews with the Head of the Programme, academic staff and students.

SER and related annexes do not contain specific references to the way in which Programme aims and related LO 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 University 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.

As for the LO description, it would be advisable to make explicit reference to the proper understanding and the ability to develop a critical – thinking, research analysis skills of the relevant cases in private law (which is not mentioned in the actual documents). The Expert Team opinion, it would allow students and graduates to carry out independent research, identify and deal with complex problems related to legislative drafting and application in international environment.

The Expert Team indicated that academic staff, students and employers has different perceptions to the context and value of LO to the 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. Programme itself should more focus only on subject –specific curriculums removing general subjects, which are attributable to undergraduate studies

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

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>- Programme description</li> <li>- Interview with Programme management and administration team</li> <li>- Interviews with students and graduates</li> <li>- Interview with affiliated academic staff and invited academic staff</li> <li>- Interview with representatives of employees</li> <li>- GTTU website</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> <li>- Programme LO should be reviewed to become more coherent and express overarching LO for the programme using international best practices</li> <li>- Ensure that teaching staff, students and social partners (employers) fully understand the LO's and aims and embed them in their overall methodology</li> <li>- 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</li> <li>- Eliminate generic and sectorial competences for better understanding the relationship between the Programme aims and LO and the aims and LO in the course curriculum, paying attention that this Programme is specialized on master level and LO should more focus on elaboration research, critical thinking or inter-disciplinary skills and professional competences through only specific course modules.</li> <li>- Clearly define and distinguish the generic and subject-specific competencies with regard to the eligibility requirement posed for the 1<sup>st</sup> study cycle (bachelor level) and 2<sup>nd</sup> study cycle (master level).</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul> <p>Communication channels between students, academic staff, faculty administration and social partners should be institutionalised and standardised in order to abide and ensure the principles of transparency, fairness and equity.</p> <p>Affiliated and Invited Staff could provide more specific description of the expected LO for the <i>Final Degree Project</i> within the subject module syllabus, which correspond with the main objective of the Programme.</p> <p>It would advisable to increase the number of courses that can offer contents with an international or European dimension, in order to strengthen the international and inter-cultural dimension of the Programme</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>○ 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"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul> </li> </ul>

### 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.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"><li>○ 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)</li></ul> <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>Besides abovementioned, the university settles the special rules for admission: internal exams in specialization and exams in foreign language (B2).</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"><li>○ Component evidences/indicators including relevant documents and interview results</li><li>- General admission precondition are published on the GTTU web-page</li><li>- Program</li><li>- Legal acts of Georgia</li><li>- Interview during the site- visit</li></ul>
<b>Recommendations:</b> <ul style="list-style-type: none"><li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li></ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"><li>○ Non-binding suggestions for programme development</li></ul> <p>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.</p>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"><li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li></ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"><li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li></ul>
<b>Evaluation</b> <ul style="list-style-type: none"><li>○ 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"><li><input checked="" type="checkbox"/> Complies with requirements</li><li><input type="checkbox"/> Substantially complies with requirements</li><li><input type="checkbox"/> Partially complies with requirements</li><li><input type="checkbox"/> Does not comply with requirements</li></ul></li></ul>

## 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.

The program is specialized in the sphere of private law. The specialisation of MA programs should be deemed as good practice. Such attitude gives students possibility to enrich the knowledge in specific field and obtain deep and systemic practical and research skills. During the interview students stressed the advantage of specialised MA program.

The courses are distributed in modules – obligatory, elective, professional practice and MA thesis. Consequently, an effective mix of theoretical, practical and research learning are outlined.

### **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)

Program has the visibility with regard to compliance of courses' learning outcomes with program learning outcomes. This is presented in the form of schemes in the program.

Teaching materials listed in syllabuses are placed at the library in printed as wells as e-versions. The library and built friendly environment in the library should be nominated as a strong part of the program and the university. The library is organised in the manner to promote learning and research activities among students.

Basic teaching materials listed in syllabuses are mostly Georgian Literature by Georgian authors. Some are translated into Georgian language. It is declared in self-assessment report as a weak part of the program that courses of foreign languages are not introduced within the framework of the program. This fact somehow jeopardise the conducting of effective comparative research activities. Consequently the use of foreign literature in MA thesis are lacking. As far as the university stressed this fact, they are planning to develop the policy of motivation of Foreign language learning via enhancing the internalisation process of the program. Here should be mentioned that all MA students and Alumni had good understanding of English language during the interview (listening skills). Some of them directly entered into communication with us (experts) in English language.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- Syllabuses of courses
- Program
- Interviews with students and alumni
- Site-visit – interview

**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
- Enhance and develop of foreign language learning system at the university. Especially pay attention to the program-learning outcome related to COMMUNICATION.
- 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.
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> 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"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</b>
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.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ Describe, analyse 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)</li> </ul> <p>Based on the program and proposed course, students have possibility to obtain theoretical and practical knowledge and largely develop research skills. There are lots of memorandums and agreements concluded with different bodies and organisation for practice and internship. Almost all students are engaged in professional practice.</p> <p>Most of MA students are employed. Because of this fact the schedule of lectures are individual and they are mostly organized at the evening hours. The university arranges the free buses for students.</p> <p>Program contains demand not only to work on MA thesis but Master Thesis writing course and research methods course as well.</p> <p>The university systematically organizes the conferences. Students are participating in conferences. Also there are special and periodic lectures and seminars from foreign universities' professors.</p> <p>Most of MA students are those who graduated from BA program here. Some of MA students selected this MA program according to advises of close friends and relatives. All students emphasised that they are happy with strong professional academic persons as well as friendly environment</p> <p>As to MA thesis students have possibility to select the topic as well as supervisor.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>- Program</li> <li>- Agreements and memorandums</li> <li>- Self-evaluation report</li> <li>- Interviews with students and employers</li> </ul>
<b>Recommendations:</b>

<ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul> <p>To adjust new rules on MA thesis preparation procedures, research planning, academic requirement and improve the supervision process.</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>○ 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"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul> </li> </ul>

  

<p><b>2.5 Teaching and learning methods</b></p>
<p>Program is implemented using student centred 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><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ Describe, analyse 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)</li> </ul> <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><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> </ul> <ul style="list-style-type: none"> <li>- Interview with</li> <li>- The University legal act</li> <li>- Program</li> <li>- Syllabuses of courses</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the</li> </ul>

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

<b>2.6. Student Evaluation</b>
Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ Describe, analyse 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)</li> </ul> <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>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> </ul> <ul style="list-style-type: none"> <li>- Program</li> <li>- Syllabuses</li> <li>- Interview</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programming development</li> </ul> <p>Put on GTTU web-site publicly, as well as inform students via other means/forms about appeal procedure concerning the students evaluation.</p>
<b>Best Practices (if applicable):</b>

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

### 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-centred 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, analyse 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 received 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 academic courses from elective subjects. 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.

Students are informed regarding the internship and employment opportunities. One semester is dedicated to professional practice. Students can choose practice options considering their interests.

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 and mentioned as one of the reason for selecting this program.

Students are informed and have opportunities to participate in various local and international projects, events, conferences and research activities. 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.

Despite the above-mentioned master students' involvement rate in scientific and other academic activities is very low. Students and graduates mentioned during the interviews that most of them have jobs and because of busy schedule, they cannot participate in such activities.

In addition, there is lack of international activities for master students. Furthermore, students English language knowledge is low, which prevents them to participate in international projects and research 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
- Syllabi
- 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
- To develop motivation mechanisms for master students to involve them in the various local and international projects, events, conferences and other research activities.
- To establish international exchange opportunities for master students.
- To continue working on internationalization, increase number of international projects for students, organize international conferences, research activities etc.
- To implement communication opportunities between students and faculty members/ academic staff directly through students electronic system.

#### **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

### 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)

Each Master's student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. The duties and responsibilities of the Master's supervisor are defined by the rule for preparation and defence of master thesis developed in GTTU, which indicates that the head of the Master must have a doctorate degree. If the Master's work includes research of neighbouring specialties. In this case, a consultant who is a specialist in neighbouring direction and has a relevant scientific-research experience may also advise the master student.

In each academic semester, one professor has to supervise from 3 to 5 students. However, sometimes students different amount (more then 5) can be found according the master thesis registration documents. In addition, there were few cases when professor does not have scientific-research experience relevant to the topic of the thesis.

Selection process of the supervisor and topics is very transparent and flexible for students and is based on students' interests, needs and desire.

The University has elaborated the rule for preparation and defence of master thesis, which defines rights and obligations of the supervisor and the supervision process. The normative act of the University includes the rules regarding the performance of the work of the master thesis, the responsibilities of the Master's supervisor, as well as the sequence of the supervision process.

The awareness within students and academic staff regarding the rules for preparation and defence of master thesis is not enough. The supervisor helps the Master's student to work on the Bibliography and prepare / specify the work plan. Periodically checks the ongoing work on the subject, as a consultation, performs certain adjustments to the work performed by the student.

During site-visit some master theses were reviewed on the bases of random selection and it can be noticed that usage of international resources is very low. However, the university has good library recourse including international databases. The reason for this can be students English language knowledge.

After completing the Master's thesis, the supervisor prepares a written conclusion.

A supervisor conducts consultations with Master's students on a regular basis. The frequency of consultations depends on the specifications of the programme and research topic.

During the completion of the work, the supervisor has regular consultations with Master's. The contact hours for the Masters are available for consultation with a syllabus of 100 hours.

The supervisor consults student with the implementation of the research. Determines the research object where the survey should be conducted and the Master should find the materials. After finishing the main part of the work, the supervisor makes text correction and prepares the student for preliminary hearing. After the final adjustment of the work, the supervisor authenticates the paper, after which it is sent to reviewers. The supervisor also prepares student for defence procedure. Hears his speech and checks the presentation materials.

#### Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- Self-evaluation Report
- Procedure for drafting and defending the Master's thesis;
- Provision for Master programs;
- Interview with the Self-evaluation team
- Interview with Head of the Program
- Interview with academic staff
- Interview with students

<ul style="list-style-type: none"> <li>- Interview with graduates</li> <li>- Results of master theses review on the bases of random selection</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>o Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> <li>- To raise awareness of academic/invited staff and students regarding the rules for preparation and defence of master thesis and to implement established regulations of the University.</li> <li>- To raise international resources in master thesis. Also to strive to implement international standards in the process of the preparation and defence of master thesis</li> <li>- To select supervisors of Master thesis according the university regulations, considering professor's scientific-research experience.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>o Non-binding suggestions for programme development</li> </ul> <p>To implement periodical reports of supervisors regarding the student's performance during the supervision process of Master thesis.</p>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> 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"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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, analyse 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 and invited staff of the University serve the educational programme. All of them have the relevant qualification to conduct the proper teaching in their field. Most of them have the PhD in Law and are actively involved in professional development process.

Selection of academic and invited staff is carried out under the competition, which is announced publicly and is delivered on the web-page of the University. In the special order of the University is described the criteria of the applicant, qualification and documentations which should be presented to take part in competition. Also the invited staff is selected according to open competition. After checking the resumes and other relevant documents of the academic staff it was clear that their qualification and knowledge was give the students proper knowledge in the field. The expert group also found out that the staff is involved in scientific research. During the year, they work on and publish several scientific publications. It was mentioned that every year University conducts University conference, where students are able to present topics, which are done under supervision of their scientific supervisors. Most popular topics are published in the University journal "Life and Low" but during the interviews we were informed that no remuneration for this activities are included in the University budget. But we also want to mention that the document about University budget shows that some amount is considered for scientific works. The academic staff are given salary only for the delivered lectures and supervising of the MA thesis's. There is no financial support for scientific research in practice.

The member of the University academic staff (for example, Roman Shengelia and Shlva Kurdadze) published couple of books about different topics of Law. Many of them are used in different Universities. Only in two introduction of this book were mentioned that their publishing was financially supported by GTUNI. It would be better if GTUNI supports the publishing more often.

All the independent scientific research works and publications done by the academic staff are published mostly in faculty's scientific journal, which is only printed version. During the site visit, the Expert Team could not find any information about this journal in internet. Besides the information about this journal is not included in the e-library of court of appeal. The group suggested to allocate this material in more accessible journals because not having information in internet makes difficulties for those publications to be public.

According to the programme student can be involved in scientific research and work on a publication in a field, which is interesting to him. Best topics are presented in the conference and are published in University journal. These publications should have academic supervisor, which is responsible for the quality. Most of the students on the MA programme have job or are doing internship in different organisations so their

involvement in scientific research is very low. All the interviewed students mentioned that they have not participate in such activities.

The qualification of the academic and invited staff is in compliance with the stated demand of qualification and functions. But we should mention that most of the academic staff do not speak English or other European language. So they do not have the possibility to participate in international programmes. The poor knowledge of English is also notable in syllabuses, publications and BA/MA thesis. The English language literature is used minimally.

During the site visit group randomly checked the 10 MA thesis, which were defended successfully. So we can notice that the English language literature was used poorly despite of having scientific bases in the library which is accessible for the students. In many thesis international literature was not used at all.

The supervisor of the thesis can be the professor or associated professor of the University also invited person with the PhD degree. The supervisor is obliged to help the student in preparation of the thesis, control the process and prepare the report. During the interview it was stated that each professor supervises 5 student, but the documents showed that the amount of students is different and is totally 11-12 student per supervisor. According to the workload of the academic staff it would be better to reduce the amount of the student according to the proportion of the professors workload.

Some members of the academic staff are working in other Universities. Some of them are leading the practice of attorneys. Programme has 8 academic staff, all of them are affiliated and one of them is invited. Programme has 61 students, which means that the amount of the academic staff is enough to reach the final goal set by the programme.

Academic staff is actively involved in consultations with the students. In each syllabus is described the day and hour of the consultation. Also, information about consultation hours are allocated on the special board on the faculty. As we mentioned above some of the MA thesis were checked by the group which are not in compliance with the standards stated by the University. In many thesis are not given the mission, methodology, problem and conclusion. Besides that, all of this works are defended.

The head of the programme is Mr. levan Dogonadze. He was given PhD degree in 2010 and now is professor of GTUNI. He is involved in programme assessment and development process. He has the relevant knowledge and experience to handle this position. He has published several scientific works and delivers course of property law, corporate law, and moral damage compensation law under BA programme. His dissertation topic was about moral damage compensation and he has published several scientific publications in this field. The head of the programme is actively involved in programme development and student consultation process.

58 administrative and additional staff members are involved in programme delivering process. Their qualification is relevant to the functions they are caring.

#### **Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- SER
- CVs
- Examination of vicinities
- Interview with academic and invited staff
- Interview with students
- MA theses

#### **Recommendations:**

- Proposal(s), which should be considered by the institution to comply with requirements of the standards
- To offer courses in foreign language in order to foster program internationalization
- To improve foreign language teaching component in order to strengthen program internationalization
- More foreign language literature should be utilized in MA theses
- MA theses should correspond to the requirements set by the HEI. Aim, methods, problems, hypothesis

and research findings should be seen in MA theses
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> <li>- Professional Development of the academic staff is carried out under the University. They have publications which are published in University journal. We suggest to involve the staff in different activities outside the University will it be research, grant projects or scientific conferences.</li> <li>- It is important to use international literature during preparation of MA thesis, because the amount of literature (besides the normative documentation) is very low, also in some of the MA thesis no foreign literature was used. In purpose to improve the results it is suggested to use foreign literature more frequently.</li> <li>- In accordance with the development and specific of the field, each supervisor should have the new knowledge. Most of the academic staff could not speak English/German/French languages. So they do not have chance to be in touch with new materials and to guide students with new literature. This problem is also seen in MA Thesis were small amount of foreign literature is used. So we suggest to improve this situation by using more modern and foreign literature and materials while preparing and supervising MA works.</li> <li>- In purpose of internationalisation, we suggest to raise the level of English of academic staff.</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ 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"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul> </li> </ul>

  

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>▪ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>▪ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>Under the programme, each year different scientific and teaching activities are planned. Students with the academic staff are actively participating in these events. Several times was mentioned that the conference within the University is held. The winners of the conference are participating in a conference organized among different Universities. Best topics are published in journal "Life and Law". Collection of articles is published were different scientific works are incorporated.</p> <p>University has all important resources for research and material- technical infrastructure. Professional literature is saved in the library. Library is equipped with the computers with electronic scientific base in it. Students have the access to this scientific electronic resource but as we mentioned there is no evidence in Ma</p>

works that students are willing to use them.

Some books were published by the academic staff, which is also used in different Universities. As we noticed, only two of these books were supported financially by the GTUNI, but we also discovered that University does not support scientific research activity of the staff. Academic staff with their own budget try to be involved in research activities.

Only few members of academic staff are involved in international projects. University collaborates with other HEIs among the Erasmus project. But, we noticed that collaboration of the staff with foreign HEIs regarding research projects is very weak.

University approved scientific work assessment rule. According to this rule, university supports conducting of different scientific activities for instance: monographs text books, collection of scientific articles, preparation of publications. The academic staff is involved in scientific work but encouraging staff in research is not done systematically.

It was mentioned, that syllabuses are renewed in the beginning of each year. That means that they are updated both in theoretical and practical components. Under the MA programme, no court decisions are presented in syllabuses, which must be discussed on the lectures.

The literature indicated in the syllabuses are quite old. For example: in the course of insurance law indicated literature is for 1999 year which is not enough, also as for additional literature is indicated comments on Georgian civil code which was published in 2001. Almost in every course as additional literature is given the old version of these comments.

#### **Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- SER
- CVs
- Interview with academic and invited staff
- Interview with students
- Rules for utilizing the library

#### **Recommendations:**

- Proposal(s), which should be considered by the institution to comply with requirements of the standards
- To assess teaching and scientific workload of the staff
- To encourage and promote the academic staff
- To update the syllabuses with modern and new literature, including the fresh court decisions.

#### **Suggestions for programme development:**

- Non-binding suggestions for programme development
- To involve academic/invited staff in international scientific projects
- University journal is available only in material way. It makes unable to find it by internet, so it is suggested to place the journal in different library spaces. Including electronic law library resource.

#### **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)

University has relevant material resources. University has library equipped with all modern electronic resources and bases in which students can have access to all electronic library and also books in law. During checking syllabuses randomly was selected 10 books from different courses. All of them were found in library. E-books are located on electronic portal of the University and is accessible for the students.

University is equipped with modern technologies. Every classroom has the computer and projector. University has the computer class on the first floor where the exams are held. Also, students can use this computer class during the learning process. University has the access to the EBSCO scientific base, which is actively used by the students and academic staff. With this base, they have opportunity to introduce and use scientific literature. But, in spite of that in the MA thesis no evidence of using this electronic base was detected.

During the site visit group randomly checked the MA thesis. So we can notice that the English language literature was used poorly despite of having scientific bases in the library which is accessible for the students. In many Master thesis international literature was not used at all. During the interview with the students, it was mentioned that the main reason was poor knowledge of English so they have small chance to be introduced to the foreign literature.

To increase and improve the approach of internationalisation and international relationships teaching of English is very important. One of the admission preconditions on MA programme is successfully passing the exam in English. But once again, we should mention that students did not have proper knowledge in English.

To increase and improve the approach of internationalisation and international relationships teaching of English is very important. Also, no English language courses or course of professional English are included in the programme. After interviews with the students and graduates, we discovered that teaching English is not enough. This situation reduces the opportunity for the students to take part in exchange programmes and to use foreign materials while preparing the scientific research articles. Looking through the CVs of academic staff, we found out that they are not participating in different seminars and conferences, as they should be. Only few of them attend trainings, seminars or conferences, which are organised outside the University. University does not care or support professional growth or development of the staff.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- SER
- CVs
- Interview with academic and invited staff
- Interview with students

**Recommendations:**

<ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> <li>- To use permanently foreign literature while working on preparing scientific-research articles by the students or academic staff</li> <li>- To organize regularly different conferences, seminars and other educational activities in order to develop the professional success of the academic staff</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> 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"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>
<b>4.4. Programme/faculty/school budget and programme financial sustainability</b>
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>University is private educational entity, which is funded by the payments of the students. The budget of the programme is addressed to the salary for academic staff. Also, it includes the scientific leave, promotion, purchasing the literature costs. According to the documents, it is clear that university is purchasing periodically new literature, also we found the transactions for promotion, scientific leave and publishing. Publishing costs cover the journal publishing payments. This was the information for the previous year only.</p> <p>The amount of scientific leave cost is very low. During interview with teaching staff, the Expert Team discovered that University is not funding the research of the academic staff. Exception is publishing the journal and scientific leave costs.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>- Interview results</li> <li>- Order</li> <li>- Bank account</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>

<ul style="list-style-type: none"> <li>- To include in the budget funds for scientific research and business leave to raise the level of internationalisation and academic staff qualification</li> <li>- To involve the academic staff in continues educational law programme</li> <li>- To include in the budget fees for educational/ scientific events</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>o Non-binding suggestions for programme development</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>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"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul> </li> </ul>

### 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 Programme: several subjects (for example academic writing and research methods) were added to the program, several subjects were removed from the program/moved to BA program, contact hours were increased, research components were added to each subject, 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 analysed 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.

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

  

<b>5.2 External quality</b>
Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>The university has developed external quality assurance mechanisms, according which the University should periodically pass the quality of external assessment. The University utilizes program accreditation process (which is mandatory by Georgian law on HE) for external quality assurance.</p> <p>The program was modified and developed based on the recommendations of the Accreditation Expert Report.</p>

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>- Self-evaluation Report</li> <li>- Interview with the Self-evaluation team</li> <li>- Interview with GTTU QA Head</li> <li>- Interview with Head of the Program</li> <li>- Interview with academic staff</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul> <p>To implement various means of external quality assurance and consider results of external evaluation.</p>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)</li> </ul>
<b>Evaluation</b> <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 checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>5.3. Programme monitoring and periodic review</b>
<p>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.</p>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>Private Law MA 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</p>

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 Netherlands' "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 Netherlands' "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
- To continue working with the international partners in order to utilize peer review and for the purposes of program enhancement.
- 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):**

- 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)

<p><b>Evaluation</b></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 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>
---

### 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 (GTU)

**Higher Education Programme Name:** Private law

**Number of Pages of the Report:** 37

### 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)