



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Georgian American University
PhD Program in Law

Date(s) of Evaluation

11.10.2019

Report Submission Date

11.11.2019

Tbilisi
2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Georgian American University
HEI's Identification Code	206169304
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Law
Level of Education	Doctoral level
Qualification Granted Indicating Qualification Code	Doctor of Law 0421
Language of Instruction	Georgian
Number of Credits	3 years
Programme Status (Authorized/ Accredited/New)	Accredited on 25.06.2014

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Anna Klebes-Pelissier, University of Strasbourg, France, Law Faculty.
Member (Name, Surname, University/organization/Country)	Salome Kutchukhidze, Caucasus University
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Accreditation Report Executive Summary

▪ General information on the education programme

The Private Georgian - American University (GAU) was founded in 2005. The Georgian-American University Ltd School of Law, Faculty of Diplomacy (Faculty) has pursued a Doctoral Program in Law since 2008. In 2009, the University received institutional accreditation, and during 2009-2014 the program operated in the framework of institutional accreditation according to Georgian legislation. The program was once more accredited on June 25, 2014, by Decision #129 of the Educational Programs Accreditation Council for a 5-year term.

Although GAU is a quite young University which was founded in 2005, it has gained the reputation in the Georgian society. It has employed carefully selected academic and invited staff having a strong educational background and, as well, wide practical experience in the field of their teaching. The Program structure is in compliance with the applicable Georgian legal regulations and corresponds to the current local and international legal market demand.

according to the self-evaluation report (SER), the purpose of the Law Doctoral program is:

« To prepare scientific staff for research activities according to the requirements of scientific-technical progress, who will be able to conduct comprehensive, broad, regular research; To find ways for implementing scientific research results into practice and develop relevant recommendations; To produce high-quality scientific works in the field of Law, which shows the problem, and innovation in the research and development of the relevant issue; Contribute to the preparation of an academic staff equipped with modern teaching-learning methodologies to ensure the viability of the higher education system».

the PhD Program purpose is consistent with the Mission of the University, its goals and its Strategy (see SER, p.10).

It might be added that the University has a strong international partnership policy and uses it also for the development and improvement of its Phd program (*infra*, p.).

The students-oriented Phd Program offers them very qualified thesis supervisors. The qualifications and the number of the teaching/scientific/invited staff in the Programme seems adequately balanced to ensure expected learning outcomes and meet legal requirements. Teaching/scientific/invited staff is really well-known in national academic and professional environment. This brings very successful practical and professional experience, which is supporting the ongoing innovative process of the program.

▪ Brief overview of the accreditation site-visit

The Phd Program site-visit took place on the 11th of October 2019. Different necessary meetings had been organized, starting with the University Administration, the Dean of the School of Law, the Self-Evaluation Team, followed by meetings with the Program Director, the academic + alumni and invited staff, employers as well as a meeting with faculty/central quality assurance unit representatives. A Tour of the library was also organized.

The different interviews provided: - all necessary information concerning the organization of the over mentioned Program (innovative, high level of supervision of students); high availability of academic/scientific staff as well as professionals/employers in Teaching and supervising Doctoral Thesis and internships.

The interviews demonstrated as well the seriousness and innovative way of organizing PhD Studies; A program where Students are as much involved, guided in their work on a very regular basis. The way of Teaching/conducting and supervising Research suits perfectly with the necessary adaptation of traditional teaching/conducting/supervising Research to the evolution of society and the local, national and international labour market. Thesis subjects chosen by Phd Students are useful for the market/innovative is the field of law. The learning outcomes of the program are very clearly established, describe and precise the knowledge and skills the graduate will have.

- **Summary of education programme's compliance with the standards**

Despite our (recommendations and) suggestions, we consider that Georgian American University (GAU) fulfills all standards required by Georgian legislation. Having analyzed all documents, having taken part at all meetings and having visited the institution, our opinion is mostly positive. The PhD program offers in general all necessary information that PhD candidates need for their information, and for their theoretical and practical training. All the requirements of the Georgian legislation, from our opinion, are incorporated in the program. Students have information on academic programs, study loading and goal of study courses, study outcomes, teaching-study methods, literature, assessment, and study calendar.

The Expert Team had a very positive overall impression of the Program with regard to content, level of definition, structure and suitability, also with respect to academic and professional demands; as well as the GAU strategy in general, especially the way the Program has been sought in order to interconnect PhD and professional life.

The Dean's words, pointing out that, in conducting the program, the guideline is Quality rather than quantity has proved its reality and success. The expert Team was impressed by the very innovative, student oriented, market oriented way the PhD program is organized.

The main objective and intended learning outcomes of the Program are enabling students to obtain necessary legal competences and skills, enabling them to perform practical legal work in national or international legal environment.

Programme aims and learning outcomes are properly defined.

Teaching resources (human resources professional development of academic, scientific and invited staff, material resources, budget) are generally adapted to the program's aims and future development.

(See also report points below)

- **Summary of Recommendations**

Availability of full information to any interested party on the university website(www.gau.edu.ge).

- **Summary of Suggestions**

Due to the very positive way the Phd Program is organized, it could be useful to increase publicity and marketing of the programme/ in relation with budget.

Evaluation criteria for the dissertation should not be uniform (all indicators are scored by 5 points), which means that the topic evaluation indicators should be different in their meaning and evaluated with different numerical equivalents.

It is advisable that the procedure of preparation of doctoral dissertation established by the university be further specified, written in regulatory acts, used uniformly in the theses protected in the university.

It is advisable to include issues in the Academic Writing Syllabus, which will be dealt directly with the process of completing a doctoral dissertation in order to obtain a doctoral degree. Dissertation papers that we saw during our visit were not up to standard. In many cases the technical design was different.

The research methods syllabus does not specifically address specific legal research methods; it is desirable that the course be devoted to some issues, as their study and proper use will depend on the quality of research carried out by the doctoral student.

Even if it is better (as mentioned by Central Quality Assurance during the interviews) for students to decide if they need 120 or 150 credits to achieve the research component, and even if Dissertation Board has the sovereign final decision-making power on this issue and on an individual basis, evaluation criteria of the research component (120 and 150 credits) should be clarified and more transparent, especially on the web page; clarifying the assessment criteria;

More documentation in foreign languages inside the libraries is of course always necessary, even if online documentation is available.

The University/School of Law could, in order to deeper achieve its objectives, try to more develop a grant's policy for Students and Academic/scientific staff (even if Foundation grants are already existing) and make it more readable in the presentation of the budget. This could also contribute to the attractiveness of the programme.

Continue working with existing and new international partners in order to use the best international practice in the program development. Continuing reinforcing international partnerships, on a geographic and strategic basis. This could as well contribute to added value of the program. Increase number of international projects for academic staff and students, continuing regularly organizing international conferences, implement research activities etc. T

In relation with comments above, it could be also of interest to reinforce the University's/School of Law application for international research grants/programmes. Besides increasing the Research/PhD Budget, it would also positively contribute to the international visibility of the Institution.

It could also be of interest to apply for European/International quality assurance process, like the one proposed, for example, by the EUA (European University Association). This kind of initiative would also contribute to national and international visibility.

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

The way the Program has been thought in order to interconnect PhD and professional life.

Common projects ordered by professional life (law firms) and the University in order to address legal society's practical needs. A funded study process which results are validated by the author of the command and, in this respect, open doors for recruitment of future employers formed by GAU. those

kind of projects prove to be exceptionally effective and may become a benchmark or a model for other higher education programmes.

The improvement of Quality rather than quantity.

International partnerships.

- 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.

As mentioned above and although GAU is a quite young University which was founded in 2005, it has gained the reputation in the Georgian society. It has employed carefully selected academic and invited staff having a strong educational background and, as well, wide practical experience in the field of their teaching. The programme echoes the challenges and developments in the legal sphere. Most importantly, the issues to be researched in dissertations are selected in order to reflect and address the topics, which are mostly problematic in the legal sphere and are in need for deeper analyses and research. All the indicated basic factors in addition to quite sufficient infrastructure and resources provide necessary arguments in favor of the conclusion that the objectives of PhD Program are realistic and achievable and take into consideration labor market demands. The very interesting, and practical based thesis subjects, taking into account the needs of legal society were underlined by the PhD students/alumni.

First of all, during the modification of the program, labor market research was carried out to take into account both local market requirements and modern trends in the international market. The University Quality Assurance Service analyzed employers interest survey conducted by the relevant structural units. The final results of the study were reflected in the modified program. The modification of the program also took into account the university's internationalization policy which is very active. In this regard, and for example, PhD students who need and want to stay abroad for the needs of their research, are strongly supported/helped by the University.

One real innovative aspect of the programme is the development of common legal projects between labor market and GAU. Those research projects, ordered for example by the association of law firms, are a funded research/study process, the results of which, after having been validated, can lead to recruitment of future employers formed by GAU.

So it should be added, in conclusion, that the programme is in accordance with the Mission of Georgian American University, as well as its goals and strategy, among others producing advance scientific research and educational-practical models of research, to provide innovative education (see SER, p.10). The Program has a logical and labour market, national and international, oriented strategy and this is probably the point that has to be very positively underlined: an achieved thesis that must and can be of real use for society/that leads also to employment of PhD graduates.

Evidences/Indicators:

Self-Evaluation Report

Interviews with Academic and Invited Staff

Interviews with stakeholders

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

It is suggested for the University to have more detailed SER for further evaluation processes.

Best Practices (if applicable):

Common legal projects ordered by professional life (law firms) and the University in order to address legal society's practical needs. A funded study process which results are validated by the author of the command and, in this respect, open doors for recruitment of future employers formed by GAU.

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

Evaluation

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

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The learning outcomes of the Doctoral Program in Law are set out in accordance with the recent amendments to the Law of Georgia on the Development of Education Quality (20.09.2018) and the updated National Qualifications Framework approved by the Order # 69 / N of the Minister of Education, Science, Culture and Sport of Georgia from April 10, 2019. In this regard, the learning outcomes of the PhD programme are 1. Knowledge and Understanding 2. Ability 3. Responsibility and Autonomy (see SER, pp.11-12).

The University also developed a mechanism for the evaluation of learning outcomes. The mechanism describes in detail both the assessment process and all methods, tools, and benchmarks on which assessment is based. Based on this mechanism, the evaluation of the Doctoral Program in Law learning outcomes planned and implemented at the end of the spring semester of the academic year 2017-2018, and the outcomes analyzed by the University Quality Assurance Service and some recommendations formed, were fully reflected in the modified program and regulations (see SER, p.12).

Indeed, the PhD students, Alumni very positive feedback focused on the flexibility of the programme, the thesis subject policy related to the needs of practice, the way the university helps for staying a year abroad related to the needs of research, the high quality of teaching (including knowledge based on the latest achievements in the field of law, which allows deepening of existing knowledge and using of innovative methods, including the multidisciplinary or interdisciplinary context), the participation in projects in accordance with the learning outcome of responsibility and autonomy and ability, i.e. conducting cutting-edge research projects and development-oriented activities in the field of academic and practical professional law.), the fact that changes to the programme suggested by students have been taken into account, the participation in common projects, the way student's opinion is very important for academics and invited staff, the quality and time related supervising of research.

As a conclusion, the student-oriented system considers the student as the major stakeholder of the University and evidences the University's positive approach on student-oriented teaching (SER, interviews with students administration, academic and invited staff).

Both the administration and academic/invited staff consider students as major evaluators of the program objectives and learning outcomes. While students and professors fully share the HEI mission and PhD Program objectives, professors have the independence in the process of decision-making in terms of their courses. Students can easily communicate with the administration and their professors on the issues they are concerned with.

The interviews conducted with different stakeholders showed not only the interviewers' deep knowledge of the HEI mission and the PhD Program objectives but their involvement in the process of goal achievements.

Evidences/indicators <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ SER ○ PhD Program ○ Interviews with students, academic and invited staff, programme director, university administration, Dean, professionals, alumni
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): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	X			

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

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

2.1 Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>According to the program the right to study at the Law Doctorate program has a person holding a Master's degree or an academic degree / qualification of its equivalent in accordance with the Georgian legislation.</p> <p>A graduate from a foreign university may use the right to study at the PhD program in accordance with the requirements of Article 50 of Law of Georgia on "Higher Education".</p> <p>The Doctoral Program candidates are required to have at least B2 English proficiency, which should be confirmed by the test results. Applicants who have a Certificate of English Language proficiency of the appropriate level or have passed the first, second, or third level of higher education in English, are freed from the testing.</p> <p>The procedure for enrollment at the Law Doctoral Program is determined by the Regulations of the Doctoral and Dissertation Board of the School (Faculty) of Law, International Relations and Diplomacy.</p> <p>Article 4 of the Doctoral and Dissertation Regulations of the School of Law, School of Law, Social Sciences and Diplomacy of the American University, includes a list of documents that are required for admission to a doctoral program.</p> <p>In paragraph 4 of the same article we have the general record "The recommendation of the interim sectoral commission and the consent of the supervisor are obligatory for enrollment in doctoral studies".</p> <p>During the visit, the Commission requested specific evaluation criteria for the Interim Sector Commission, although this form of assessment is not public and is not published on the website. Accordingly, enrollment requirements are not transparent, full information is not available to any interested party on the university website(www.gau.edu.ge).</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none">○ Component evidences/indicators including relevant documents and interview results○ Doctoral Program in Law;○ Dissertation Board Provision of the School of Law, Social Sciences and Diplomacy (Faculty);○ Student survey results;○ The University web-page.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>Availability of full information to any interested party on the university website(www.gau.edu.ge).</p>

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

<p>2.2 Educational Programme Structure and Content</p>
<p>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.</p>

Descriptive summary and analysis of compliance with standard requirements

The PhD program is based and developed on legal demands. Program combines modern approaches and attitude, meets modern market needs and highlights in general admission requirements. Also, learning outcome results are transparent and that also meets modern standards.

The program is drafted according to the European Credit Transfer and Accumulation System, comprised of 180 credits, consisting of learning (including free) and scientific-research components, of which at least 30 and no more than 60 credits allocated to the learning component, and the remaining 120-150 credits to the research component. This point was raised during the interviews, since there is no specific indication in the program and the self-evaluation report concerning the respectively relevant procedure/evaluation (120 and 150). Even if it was said during the interviews that is better for the PhD student to decide whether he/she needs 120 or 150 credits to achieve the research component and even if the Dissertation Council takes the final decision, the evaluation criteria should be better clarified/ differentiated.

In the same line, assessment criteria should be better clarified on the webpage, since it is usually the first and main information source for PhD candidates.

Professor guided thematic seminar is also an important component which develops academic skills, lecture preparation and other important skills.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- PhD program
- Self-evaluation report
- interview with PhD students
- interviews with academic, administrative staff and alumni

Recommendations:

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

Suggestions for programme development:

clarifying the evaluation criteria of the research component (120 and 150 credits);

clarifying the assessment criteria;

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

- ☒ 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

PhD program combines learning component (in order among other, to perform the dissertation work), scientific-research component (the purpose of which is to establish and develop Doctoral students research skills), Free component, the whole in order to ensure better results and enough freedom of choice for the PhD student.

As for the number of credits and specific course results, credits, course content and its volume are interrelated. In total, the student must accumulate 180 ECTS to obtain the PhD Degree (see also on this particular point and above, standard 2.2).

The learning outcomes of the core learning component (Thematic Seminar I) correspond to the learning outcomes of the program, as well as the amount the amount of credit allocated to the course corresponds in general to the course content, and learning outcomes.

As was indicated above, in the previous point, the program in general is well prepared and contents and evaluation system are in general balanced. Syllabuses are complete and offer to students enough necessary information to develop their knowledge:

Each syllabus of doctoral program in the law clearly states the purpose of the course and in accordance of the purpose of the course content and the learning outcomes. The learning outcomes of the course correspond to the learning 3 outcomes of the curriculum. The Doctoral Program Syllabus consists of the following components: Course Name, Course Status, Duration of Course, Course Code, Credits, Distribution of hours according to student load, course implementation and contact information, course objective, admission requirements, course content, assessment system, assessment components, assessment criteria, study materials, learning outcomes.

The learning outcomes of the course are also consistent with each subject load in the Credit System (ECTS), where 1 credit equals 25 astronomical hours. These hours include as contact (lecture, seminar, practical, etc.) Also during non-contact (freelance work). Contact and non-contact hours as well as their ratio correspond to the course content and specifics. The study material in syllabus is based on actual achievements in the field of study / field, corresponds to the content of the course and provides, first of all, the learning outcomes of the training course and, in conjunction with the training courses, the learning outcomes of the program.

Each course is logically organized in terms of semesters and years, as clearly shown in the program structure and curriculum map. There is one compulsory 15 credit subject in the doctoral program in law and all others are elective. The program covers two specific subjects, academic writing and professor assistance, which in some cases (unless the course has been completed in previous stages of teaching / if not having a lecture-seminar reading experience of at least 2 years) is mandatory for all PhD students.

Receiving/accumulating credits by the student in the relevant learning component envisage active participation of the Doctoral student in the teaching process and based on the principle of continuous evaluation of acquired knowledge. During the implementation of the educational

program, the level of achievement of learning outcomes by the doctoral student is assessed in accordance with the assessment system approved by the order N3 of the minister of education and science of Georgia of January 5, 2007 "on the rule of calculation of higher education programs with credits.

The courses offered under the program not only fully correspond to the results of the program, but it is through these courses that the learning outcomes of the program are realized.

The school provided questionnaires that allow students to rate subject load (contact and non-contact hours), used instructional literature, assessment forms, and other aspects of the subject. The students did not confirm that they had participated in the interview at the time of the interview, but noted that the feedback on the course was in personal communication.

Evidences/indicators <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ Doctoral program and syllabi ○ Library visit;
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: <p> . Concerning literature, checking if necessary and on a regular basis, the updating of the list of recommendations. Law is a subject changing most often (too often sometimes), and it is a subject where interpretation is always very important. This is the reason why to recommend updated literature is very important and the Program must continue to carry attention on a yearly basis, to the most recent national and foreign doctrine to be used for personal study by PhD students. </p> <p> It is advisable to include issues in the Academic Writing Syllabus, which will be dealt directly with the process of completing a doctoral dissertation in order to obtain a doctoral degree. Dissertation papers that we saw during our visit were not up to standard. In many cases the technical design was different. </p> <p> The research methods syllabus does not specifically address specific legal research methods; it is desirable that the course be devoted to some issues, as their study and proper use will depend on the quality of research carried out by the doctoral student. </p> <p> Non-binding suggestions for programme development </p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <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>

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
<p>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.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>University pays attention to researchers and gives students wide opportunities to participate in various research projects.</p> <p>One of the essential elements of the PhD program is its research component (see above). In this regard, the student is assisted by the scientific supervisor in mastering the scientific-research component, as well as in the publication of a scientific article. The staff dedication in this field is important and all the students receive academic supervision. It is important to stress this strong cooperation between teaching staff and students in research. The functions of the scientific supervisor are detailed in the Provision of the Dissertation Board, article 19. As mentioned during the student’s interviews, those functions/missions are of course verified and very effective. The student’s feedback was, in this regard, impressive, focusing on the high availability of professors and the regularity of meetings between professors and their respective PhD students, dealing with really practical based thesis subjects, one, as already mentioned above, really important positive and innovative aspect of the program. In the same line, the university also organizes scientific conferences and PHD program students are given an opportunity to be involved in these activities according to their spheres interest as well as writing publications. This was also confirmed during the interviews with the PhD students.</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme’s compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ PhD Program ○ Self-evaluation document ○ interviews with PhD students, alumni ○ Interviews with academic and administrative staff
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>

Suggestions for programme development:

Practical skills students receive are an important part of the research component and ensue from different activities, so practical skills should be always improved in order to be well trained in practice when access to the labor market. Even if there are existing funded projects, university/faculty budget could be increased in this respect.

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

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

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>As mentioned in the self-evaluation report, each syllabus of the program contains detailed teaching-learning methods that correspond to the course specification, content, and learning outcomes (p.16). PhD program is a distinguished and student-centered learning academic program. Its aim is to give the student an opportunity to be involved in different activities planned by the Head of the program and discussed with the supervisor. The program is also oriented on practical activities so that the student can be competitive on labor market. In accordance with Provision of the Dissertation Board, within one month after enrollment in the Doctoral program, the Doctorate student develops individual study and research plans in agreement with the supervisor and according to his/her research needs and interests.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X <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>

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

The evaluation of the level of the learning outcomes achievement includes the following assessment modes - the Midterm and Final evaluation, the total of which is the final evaluation - 100 points.

The evaluation forms include an evaluation component(s) that define the Doctoral student's knowledge/understanding and ability and autonomy/responsibility evaluation methods (oral/written exam, oral/written inquiry, practical/theoretical work, homework, etc.). The evaluation components combine evaluation methods (test, essay, presentation, etc.). The evaluation method measured by the evaluation criteria. Each form and component of evaluation have its share in the total final score (100 points), which reflected in a particular syllabus.

Each form of evaluation has a minimum competence threshold; the minimum competency threshold applied for the evaluation component(s) as well, which detailed in the syllabus of the course.

It is not permissible to grant credit by using only one form of evaluation. The student is granted a credit in case of positive assessment.

Doctorate Program Learning Component Evaluation System:

Five Types of positive evaluations:

- (A) Excellent _ 91 - 100 points of evaluation;
- (B) Very good _ 81-90 points of maximum evaluation;
- (C) Good _ 71-80 points of maximum evaluation;
- (D) Satisfactory _ 61-70 points of maximum evaluation;
- (E) Sufficient _ 51-60 points of maximum evaluation.

Two types of negative evaluations

(F X) did not pass _ 41-50 points of maximum evaluation, which means that the student needs more work to pass and is given the right to pass (one time) an additional exam with independent work;

(F) Failed _ 40 and less points of maximum evaluation that means that the work of the student is not sufficient and he/she has to retake the course.

In case of receiving FX the additional examination will be appointed not later than 5 days after announcing examination results.

Scientific-research component of the Law Doctorate Program and its evaluation procedure:

The core research component of the Law Doctoral program is a scientific thesis - dissertation, the performance of which evidenced by the submission and defense of the dissertation.

The dissertation is the result of independent research work of a doctoral student, a thesis paper shall reflect the scientifically grounded results of theoretical and/or empirical research and/or provide solutions for an actual scientific problem, describe a scientific novelty and contribute to the development of a scientific field. During writing a dissertation the doctoral student is conducting a research and working independently under the supervision.

The research component of the program is evaluated in accordance with the assessment system approved by the order N3 of the minister of education and science of Georgia of January 5, 2007 "on the rule of calculation of higher education programs with credits.

Evidences/indicators <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development Evaluation criteria for the dissertation should not be uniform (all indicators are scored by 5 points), which means that the topic evaluation indicators should be different in their meaning and evaluated with different numerical equivalents.
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard X <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering	X			

3. Student achievements and individual work with them

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

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

Descriptive summary and analysis of compliance with standard requirements

The PhD program students describe the school, its staff, and the entire University as “students’ friendly”. They designate this feature as one of the main distinguishing features of the School. Students receive proper consultations and support regarding the planning of the learning process, research process, improvement of academic achievement and professional development. School Administration, Head of the program, the academic manager and program staff are always welcome to support students in planning their individual study plan and to answer students’ questions related to the learning and research components.

The Program architecture allows students to plan learning components considering student’s individual needs and interests. For example, the academic writing course is mandatory for a Doctoral student who has not completed the above course in higher education. Also, a Professor’s assistantship component is mandatory for a Doctoral student who has not had at least two years of lecturing/seminar providing experience (prog.). The students, who have these competencies, have the freedom to select other elective learning components, which will help them achieve their goals.

Based on the interviews of the students and the graduates it can be said that they are extremely satisfied with the support and consultations of the School administration and the program staff.

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

The students are getting the information from School administration about the various local and international projects, events, conferences, research activities, etc. by mail. The University Marketing and Employment Service provides the students with counseling and support in employment. The School has very intensive and close cooperation with the employers, which aims to support students’ academic or research activities.

The students had the opportunity to participate in the international exchange program with 13 universities. The International Relations Office of the University advises and supports students on mobility, exchange programs, and other international activities at partner universities worldwide. The students feel their support and outline that it is crucial for their success.

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. The Provision of the School Doctoral Studies Program and Dissertation Board include regular consultations of the Program Director and Scientific Supervisor with the Doctoral student (SER). Despite that, students always have the opportunity to communicate with academic staff informally, considering their needs.

Evidences/indicators <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ Self-evaluation Report ○ 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 ○ Syllabi
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 <ul style="list-style-type: none"> ○ To widen the opportunities for students to participate in international research projects, events, organize international conferences and the research fellowships.
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X <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>

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

Based on the self-evaluation report of the Law Doctoral program presented by the Georgian American University, the documentation submitted for accreditation and the visit, it can be noted that the PhD has qualified supervisors.

Studying the personal affairs of the academic staff, it was revealed that the academic staff of the university is staffed with highly qualified staff whose professionalism is confirmed by professional practice, academic papers, scientific activity, etc., both in Georgia and abroad which is welcome.

The qualifications of the invited staff of the University are confirmed by relevant education and work experience.

In accordance with Provision of the School Doctoral Studies Program and Dissertation Board; The Doctoral student's Scientific Supervisor may be a member of the Dissertation Board of the School (Faculty) Professor, Associate Professor, or by the decision of the Dissertation Board - another person with a Doctoral Degree and research experience in the field related to the Doctoral dissertation topic.

Scientific supervisor of a Doctoral Student:

- a. Supervises the performance of the learning component by the Doctoral student;
- b. Advises Doctoral students on research component performance. Conducts regular meetings and consultations with the Doctoral student on topical issues:
 - Developing an individual learning plan;
 - Searching for scientific literature and databases;
 - selecting research design;
 - Proper planning and implementation of the dissertation drafting process;
 - Participating in local and international scientific events and the process of presenting results;
 - Integrating process into the local and international scientific network;
 - Publishing research papers in the peer-review journals;
- c. Regularly assesses Doctoral students' progression.

A doctoral student may have more than one scientific supervisor.

The number of Doctoral students assigned to a scientific supervisor based on the teaching and research workload of the scientific supervisor.

During the visit, a group of experts got acquainted with the list of protected doctoral theses as well as protected doctoral theses. The titles of doctoral theses are current, have scientific news, and the content is satisfactory. However, it should be noted that the works performed at different times are radically different in style.

In terms of academic standards they are different and sometimes not stylistically correct. The field is not protected, sometimes even indents. The spacing between paragraphs is uneven. The standard of citation is different in such papers. University officials explained that work on the issue had begun and a special commission had been set up to regulate the creation and application of such rules in the future.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- The Provision of the School Doctoral Studies Program and Dissertation Board;
- Personal files of the scientific supervisors.

Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Non bonding Suggestions for programme development: It is advisable that the procedure of preparation of doctoral dissertation established by the university be further specified, written in regulatory acts, used uniformly in the theses protected in the university.
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <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
Student achievements and individual work with them	X			

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

The Doctoral Program is carried out by academic and invited personal of the Georgian-American University LTD who have the necessary qualification and competencies for achieving program outcomes.

The academic personnel is elected by the university by open competition. Competition dates and terms are published publicly before 1 month. The academic council of the University determines the rules of the competition. They are elected in compliance with Georgian legislation and University rules, politics. The scientific works, pedagogical experience, and qualifications of candidates are taken into consideration. According to the University decree, academic staff is elected for a period of 3 years. However, a person with exceptional professional and / or scientific achievements may be elected for a lifetime. The professors, who are elected for the lifetime, are subject to attestation every 5 years. Also, while signing contracts with invited specialists along with their qualifications, practical experience is taken into consideration.

Based on examining personal files of the program staff it can be said that their qualification is proved by the scientific papers, research activities and/or practical experience. Academic staff, as well as invited personnel's qualifications and knowledge, are fully relevant to their positions.

The number of academic and invited staff of the program is adequate for the number of students. In addition balance between academic and invited staff ensures program sustainability. 23 person is involved in program implementation, 10 of them are academic staff (7 affiliated) and 13 of them are invited a specialist. 20 students with active student's status are on the program currently. Consequently, it means that the number of academic/invited personnel is sufficient for achieving the outcomes of the program. The University has developed the methodology for determining the number of academic, scientific and invited personnel of the program, which determines the workload targets for academic and invited staff.

Academic personnel, as well as program director and Scientific Supervisor, are actively involved in student counseling.

The number of Doctoral students assigned to a scientific supervisor is based on the teaching and research workload of the scientific supervisor.

The head of the program is Mr. Gia Liluashvili, with more than 20 years teaching and research experience. He is the PhD in Law and author of 43 scientific publications. The head of the program is involved in the process of evaluation and development of the program.

The statue of doctoral studies and dissertation board of the School determines the functions of the Doctoral Program Director.

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

students receive appropriate consultations and assistance from the program Academic Manager and Dean of the School.

<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ Self-evaluation Report ○ Interview with the Self-evaluation team ○ Interview with Head of the Program ○ Interview with academic staff ○ Interview with students ○ Interview with graduates ○ Statue of the University ○ The statue of doctoral studies and dissertation board of the School ○ The methodology for determining the number of academic, scientific and invited personnel of the program ○ Personal files
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> ○ To increase the Professional development activities for academic staff and to Encourage their involvement in deferent activities, Including university research, scholarship programs or international scientific conferences
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X <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>

4.2 Professional development of academic, scientific and invited staff

<ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Georgian American University/School of Law, as mentioned, by different academic/ scientific/administrative staff members, fosters scientific and career development. The University regularly organizes and holds conferences to enhance staff qualifications. International involvement seems also to be part of scientific and career development (participation in local and international conferences on a regular basis, personal contacts in foreign Higher Education Institutions).</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ○ Interviews ○ Personal files
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X <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>

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

The material and technical base of the university is positively evaluated. Auditoriums, Study Space, Library, Computer Auditoriums, etc. Meets modern requirements and challenges. The University Library is comfortable for work and research.

Doctoral students have access to the University infrastructure and material-technical resources without any restrictions, namely:

- Appropriate inventory of study rooms, conference halls, work rooms for academic and administrative staff;
- the library equipped with a book fund and state-of-the-art information and communication technologies, with core syllabi literature and electronic resources available;
- the School-based research institutes, on the basis of which the Doctoral student has the opportunity to participate in project implementation and develop research skills under the supervision of a supervisor.

The university offers students access to online legal databases that allow PhD students to access materials, including foreign language literature.

The following international electronic library databases are available for students:

EBSCO HOST

Cambridge Journals Online

BioOne Complete

e-Duke Journals Scholarly Collection

Edward Elgar Publishing Journals and Development Studies e-books

IMF eLibrary

New England Journal of Medicine

Royal Society Journals Collection

SAGE Premier

IMechE Journals

As noted above, the University has access to many international electronic resources, but they do not have access to such authoritative electronic law resources as Hein Online

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
Documentation certifying ownership of material/technical resources;
- Documentation certifying the possession of library resources;
- Electronic library bases and and documentation confirming their use;

Recommendations:

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

Suggestions for programme development:

Non-binding suggestions for programme development

It is desirable for the university to purchase such an electronic resource as it is Hein Online

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

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

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

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

Descriptive summary and analysis of compliance with standard requirements

According to the self-evaluation report, the program is funded from both the School (Faculty) and the University budget.

The funds allocated are used to update the material-technical resources regularly, supply the library's book stock with the latest literature relevant to the program, organize students' scientific conferences, print and publish the works, handbooks and supporting manuals of the University's professors etc. ». Increasing national and international visibility usually relies also on increased budget. This could be taken into account in terms of goals and strategy, even if funding is already available.

Budget should also be increased related to publicity/marketing/visibility

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results

Recommendations:

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

<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>Insuring balance between budget, goals and internationalization strategy, communication and visibility</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X <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>

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	X			

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.

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

The school members, the program director, academic and invited staff are involved in the process of program development. They actively collaborate with both the 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 regularly. Educational program quality assessment is conducted by the University/School quality assurance service. In the evaluation process program's all stakeholders are involved. In particular, academic and invited staff, School staff, students, partner organizations (employers), graduates. The results of their assessments are taken into consideration to develop the program. The University Quality Assurance Service based on the assessment results submits recommendations to the program director on the program improvement.

To support the planning, development, and improvement of the program, a program development commission was established for the term of accreditation of the program. The commission consists of the program director, academic and invited staff members, students, graduates, employers, representative of the university QA service, etc.

In the process for program improvement following factors are taken into consideration: labor market requirements, alumni and employer feedback, student and alumni survey results, student academic performance monitoring, professional association consulting results, local and international experience. The program/amendments of the doctoral education program are delivered to the School Board and School Quality Assurance Service only after substantial review by the School Dissertation Board.

Assessment results of program implementation are discussed in the School board and used for the program improvement.

Program self-evaluation report is prepared with the active involvement of the academic and administrative staff;

The school administration, the program director, academic and invited staff were involved in the process of the program self-evaluation.

Evidences/indicators <ul style="list-style-type: none"> ○ Self-evaluation Report ○ methodology for planning, developing and improving an educational program ○ program development commission and school council memos ○ Interview with the Self-evaluation team ○ Interview with QA Head ○ Interview with academic staff ○ Interview with students ○ Interview with graduates ○ Interview with employers ○ Examples of questionnaires ○ Conclusion of QA service
Recommendations: <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
Evaluation Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

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

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The University utilizes program accreditation process (which is mandatory by Georgian law on HE) for external quality assurance.</p> <p>The program was accredited on June 25, 2014. In the Accreditation Expert Report was not given any substantial recommendations for the Program enhancement and it was considered as full compliance with accreditation standards requirements.</p> <p>The University and School understands the importance of external evaluation in program development.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report ○ Interview with QA Head
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <p>To implement various means of external quality assurance and consider results of external evaluation.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (if applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>5.3. Programme monitoring and periodic review</p>

<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>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The university is monitoring the program implementation process regularly, at least twice a year using different mechanisms. In particular, satisfaction surveys of academic and invited staff, students, graduates, employers. Also, a special questionnaire for PhD students to evaluate learning components of the program and scientific supervisor. The results are analyzed and used for program improvement.</p> <p>Currently, the School in collaboration with the Georgian Law Firms Association started the program evaluation project, within which the program is evaluated by the Georgian Law Firms Association.</p> <p>The Quality Assurance Service of the University regularly monitors the lecture process (SER).</p> <p>At the end each semester students are asked to evaluate each course by completing particular questionnaires. The results are used for course improvements.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report ○ Interview with QA Head ○ Interview with academic staff ○ Interview with students and graduates ○ Interview with employer ○ Examples of questionnaires ○ Conclusion of QA service
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <p>To implement various means of program monitoring and assessment, like peer review, benchmarking against similar programs available at foreign universities, etc.</p>
<p>Best Practices (if applicable):</p>

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

Evaluation

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

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable) HEI's Name: Georgian American University

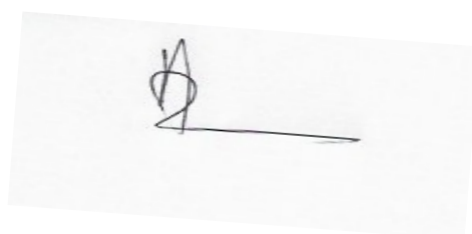
Higher Education Programme Name: Doctoral program in Law

Number of Pages of the Report: 41

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	X			

2. Teaching methodology and organization, adequate evaluation of programme mastering	X			
3. Student achievements and individual work with them	X			
4. Providing teaching resources	X			
5. Teaching quality enhancement opportunities	X			



Expert Panel Chair's

Anna Klebes-Pelissier

Expert Panel Members'

1. Salome Kuchukhidze



2. Tea Imedadze

