NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Doctoral Program in Law

LEPL Ilia State University

Evaluation Date(s)
14th October 2024
final report 6th January 2025

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Ilia State University
Identification Code of Institution	204861970
Type of the Institution	Legal Entity of Public Law

Expert Panel Members

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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I.   Information on the education programme

Name of Higher Education Programme (in Georgian)	სამართალი
Name of Higher Education Programme (in English)	Law
Level of Higher Education	Doctoral
Qualification to be Awarded[2]	PhD in Law
Name and Code of the Detailed Field	0421 Law
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	Georgian
Number of ECTS credits	42 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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

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

II. Accreditation Report Executive Summary

10. Finally, the involvement of all areas of the university in the programme should be emphasized. In addition to the external and social elements, a doctoral programme requires the participation of various services both of the faculty or department offering it and of the university in which it is offered. In this sense, the link between the Doctorate in Law and the quality assurance services, the students' oral and written expression and the university documentation services (libraries, etc.) is fully recognised. These services make an essential contribution to the quality of research and their involvement in the programme is undoubtedly essential.

- **Suggestions for Programme Development**

STANDARD 1.2
We suggest that the programme pays special attention to the proper use of technology in doctoral research

We suggest to incorporate, in the Legal Research Methods module, special content on the use of artificial intelligence, and on the principles of research ethics

STANDARD 1.3
We suggest to incorporate pathways and measures for updating and improving the program to adapt it easily to the new needs and challenges of the program itself, as well as to new educational and research models

We suggest to address the identified inaccuracy between the target benchmarks and learning outcomes measurement courses, the definitions of target benchmarks and learning outcomes need to be clarified and updated to ensure consistency

STANDARD 1.4
Just as it is possible to pursue an "international" thesis with the involvement of foreign experts in research supervision, it would be advisable in the future to consider allowing international training experiences and recognizing them as elective credits. it might be appropriate to make the composition of the 42 credits a little more flexible in order to allow for alternative training options
For the training of doctoral students, it could be beneficial to establish agreements with a foreign university to organize regular (e.g. every two years) joint face-to-face seminars (e.g. two days) in which students from each university could present their research, progress and doubts to a joint committee of experts from both institutions
it would be useful to clarify whether the publication to be carried out by doctoral students must necessarily be linked to the subject of their doctoral thesis, or whether they can publish on other subjects more or less related to the research
STANDARD 1.5
We suggest to improve information on the content of the Legal Research Methods Course; adapting its content to the needs of the moment and to the evolution of research methods
STANDARD 2.3
We suggest to make more visible the relationship between the theoretical training in the approach and tools of legal research and the practical training. This is one of the great strengths of the doctoral programme presented, which makes a very positive contribution to the scientific training of students. It would have been very relevant to have a text establishing this relationship, and it would have been very important for future students, providing them with essential information about the training benefits of the programme and the good balance between teaching and learning methods
STANDARD 5.2
We suggest to introduce measures to ensure regular engagement of external experts to provide ongoing, diverse perspectives that help keep programmes in line with industry standars and best practices.

STANDARD 5.3
To enhance the effectiveness of the Doctoral Program in Law at Ilia State University, it is suggested to foster closer collaboration between program heads and the Quality Assurance Service (QAS). This partnership can facilitate more timely identification and resolution of issues related to program quality and accreditation standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

The programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

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

The program's objectives are clearly defined, realistic and achievable. The program clearly establishes the goal of research training in law based on the completion of doctoral theses in areas of interest to Georgian society. The adaptation of the program to the reality and possibilities of the university and faculty in which it is registered should be emphasized. Both in terms of the number of places offered and in terms of the areas in which the topics for the development of the theses are highlighted, they are in line with the possibilities of the Faculty. This circumstance perfectly demonstrates the viability of the program and the efficiency of the research. All in all, the program offered is perfectly feasible and in line with both society and the possibilities of the university offering it.

In terms of definition, the program structures its objectives in what could be defined as three main sections

1. organizational
2. academic and training
3. contribution to social development

At the organizational level, the program

- is coherent with the mission, objectives and strategy of the higher education institution, with the Faculty of Law and its research centers, and with the general and territorial services and structures of the University.
- The program also structures and ensures the publicity of the training offer and is accessible to all eligible persons. The openness of the offer must be emphasized in order to guarantee a careful selection of candidates. This is a guarantee for the development of excellent research.
- The objectives of the program are shared by all participants, as could be seen both in the interviews conducted and, in the documentation, provided. This joint work is also the basis for transversal research, which can undoubtedly be of great educational and practical interest.

From the academic and training point of view, the program

- The program considers the specificity of the subject to be studied (Law), the level of the program (Doctorate) and the educational program that it identifies and develops.
- The program also indicates and specifies the knowledge, competences and skills in which it intends to train the selected students. At this point, both language skills and research and publication skills in indexed journals should be highlighted. However, the program should improve information on two aspects: in the information in assistantships credits (its goal and the obligations of participants) and in the use of English in the development of research. These two aspects are very important for new students because they must have all the information at to what is expected of them. In the first case, rationale behind imposing 12 mandatory assistantship credits is sufficiently justified. There does not appear to be a strong link to doctoral programme. As it stands, this requirement could create confusion between the scientific and research training the doctorate provides or should provide also a teaching activity. There should be a closer alignment between the objectives of the doctoral program and those of assistantships to justify the 12 credits. It is worth noting that in interviews with various groups, it was emphasized that the doctorate is a research program aimed at introducing and strengthening students' research capacities. As far as the English language is concerned, it should be clear what the objective of English language skills is: to write the thesis in English, or to have sufficient knowledge to be able to do research in English. These are very different things, which may require different levels of linguistic knowledge, and not making this clear may confuse students.
- The program pays particular attention to the internationalization of the studies, the training of the students and the monitoring of their research.

Thirdly, and in relation to the contribution to the social evolution of the doctoral program, the program
- Designs and defines the contribution of research to the scientific development in itself, as well as to the advancement in society
- Is organized taking into consideration the needs and demands of the labor market and the Georgian legal system, and the constant international legal, scientific and social developments.

The program establishes a system of continuous training, learning, and monitoring for doctoral candidates, ensuring three types of training:

a. Academic and Professional Training. This training aims to strengthen both the academic and teaching preparation of the candidate, as well as the impact of research on the professional field and in Georgian society.

b. Training in Research Activity through courses and activities organized by the institution (university and faculty). This has a very positive effect on improving the skills and competencies of doctoral candidates. These improvements are reflected in both transversal aspects of training (enhanced verbal and written communication, as well as scientific analysis and understanding) and in more specific areas such as the use of legal databases, the integration of ethical values into research, and the development of critical thinking among doctoral candidates.

c. Training in In-Depth Study of a Subject. This training is transferable to future study activities, and even fosters greater engagement with professional activities beyond purely academic ones. The preparation of a doctoral thesis, and the doctoral program in general, lay the groundwork that candidates will apply in future analytical study and in-depth exploration of any subject. Aspects such as research structure, organization, proper use of materials, and critical analysis are skills that students will acquire for thesis development, enabling them to delve deeply into the topic and reach their own conclusions.

Evidences/Indicators
- Doctoral Program of the School of Law
- Strategic pan of the School of Law
- Employer's evaluation of the doctoral program in Law
- Meetings with employers
- Meetings with of the representatives of the Quality Assurance Office

Recommendations:
- It is recommended to improve information in two aspects: in assistantships credits (specifying that it is an unpaid academic activity) and in the use of the English language in the program (informing about the language for the writing of the thesis, as the use of English as a working language is different from the use of English as the language of the research)

Suggestions for the Programme Development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	☐	X	☐	☐

1.2 Programme Learning Outcomes
➢ The learning outcomes of the program are logically related to the program objectives and the specifics of the study field.
➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the program.

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

The learning outcomes of the program correspond to what is expected and desirable in a doctoral program in law. These expectations are fulfilled at different levels: at the level of information and enrolment in the program, at the level of learning, at the level of research and research training, and at the level of the relationship with society and its needs. Despite the fact that, as mentioned above, information on knowledge of English as a research tool and of the assistantship credits needs to be improved, the program meets the objectives set.

Above all, the link between the doctoral program in law and the needs of employers and society, as already highlighted in the meetings with employers, should be emphasized. On the other hand, the fields of study and the capacity of the faculty proposing them for their development are also well defined. In this sense, the number of places offered, the fields in which research can be carried out and the real possibilities of the teaching staff with the competences to do so are perfectly delimited and are, in principle, totally feasible.

Therefore, the program focuses both on personal development in scientific knowledge, as well as on adaptation to the possibilities of the institution offering it and, finally, on the contribution to the social and legal improvement of Georgian society. And to this end, it is a commitment not only of the Faculty of Law, but also of all the services and departments of the university involved in the good management and development of training.

However, in this favourable context, and in this desire to offer a good personal training with social projection, it would be advisable to prepare students in the use and appropriate use of artificial intelligence. The incorporation of ethical elements in research training is, at present, absolutely necessary in view of the advance of artificial intelligence. The advantages of this technology are obvious, but training in the limits of this intelligence cannot be neglected under any circumstances. In this respect, is particularly important to ensure the quality and authenticity of the research. And it is also very important to ensure that the work and its results are the fruit of personal reflection, based on the materials and evidence studied. Research, especially legal research, must be the result of a deep and analytical reflection on the elements under study. The social impact of this research cannot, under any circumstances, be subject to or dependent on studies that are beyond human control. Therefore, this ethical training must be carried out not only to guarantee the authenticity of the work, but also because of the social transcendence of legal studies and research. In this regard, the evaluation committee discussed the importance of this point, which it considers important to ensure the quality of the program and the quality of the research resulting from its implementation. This impact on ethics is also a social guarantee of the correct research and analysis of the theses arising from the programme.

As previously mentioned, the program meets the required learning objectives. It is important to highlight, as emphasized particularly by employers, that the program identifies two types of learning objectives: substantive and skill-based (which we could also classify as specific and general).

The first type, substantive or more specific objectives, focuses on the knowledge that doctoral students acquire in the research subject area. This aspect values, first and foremost, the plurality of fields within the doctoral program (public law, private law, constitutionality, and fundamental rights). Additionally, significant value is placed on the possibility for students to conduct their research in either Georgian or English, enabling them to pursue one of two paths: a more internal focus or an international one. In the latter case, it is noteworthy and highly commendable that experts are involved in supervising these international research projects.

The second type, skill-based or more general objectives, is part of the foundational training that doctoral studies and the preparation of a thesis or research project should provide. This programme prepares students for advanced, future-oriented research. In this regard, employers have already highlighted the importance of these competencies, which are supported by both the core activities of the doctoral courses and complementary seminars, as well as by the services provided by the Faculty and the University.

Evidences/Indicators
- Doctoral Program in Law;
- Syllabi/Guidelines;
- Bylaws of the Dissertation Board and Doctoral Studies of the School ofLaw;
- Employers' evaluation of the Doctoral Program in Law;
- International doctoral program review document;
- Meeting with the Heads of program
- Meetings with employers;

- Meeting with students and alumni from another program.
- Meeting with the representatives of the Quality Assurance Office

Recommendations:
N/A

Suggestions for Programme Development
- We suggest that the programme pays special attention to the proper use of technology in doctoral research
- We suggest to incorporate, in the Legal Research Methods module, special content on the use of artificial intelligence, and on the principles of research ethics.

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The presented doctoral program clarifies both the evaluation system itself and the mechanisms for assessing the program's learning outcomes.

In this regard, it is important to highlight that the program addresses four fundamental questions and provides support aimed at ensuring that those responsible for the program are trained in self-evaluation mechanisms and tools. Regarding the four questions, the program addresses who, what, how, and when.

1. Firstly, the program provides answers to who is responsible for and who participates in the evaluation of learning outcomes.

2. Regarding "what," it clarifies what is subject to evaluation and what is monitored, with the objective of ensuring constant supervision of the aspects and services deemed essential for the proper development and success of the doctoral program.

3. In terms of "how," it is clarified that various means are used, such as interviews, meetings, and others.

4. Finally, regarding "when," it is stated that this is a constant and cyclical evaluation and monitoring mechanism. This approach allows for the prompt detection of any issues or misalignments and enables solutions to be implemented without significant delays.

An inaccuracy was identified during the review of the documentation, specifically between the target benchmarks and the courses designed to measure learning outcomes. This discrepancy has been confirmed by the university.

If we look at the criteria of the accreditation standards, the program fulfils the criteria of evaluation, transparency, and internationalization. Updating criteria should be improved. In this field, it is important to note that

a. The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field

b. A system of regular evaluation of the program is ensured

c. External stakeholders are engaged in the process of evaluation

d. All the staff (academic and not academic, visiting or local) involved in the program is familiar with the methods of evaluation

It would be desirable to further develop aspects of updating and improving the program. The criteria for program improvement, modification and updating derived from the self-evaluation processes are not sufficiently clear.

Evidences/Indicators
- Doctoral Program in [aw;
- Syllabus/Guidelines;
- Bylaws of the Dissertation Board and Doctoral Studies of the School of Law;
- Ilia State University policy for evaluation of the implementation of educational programs;
- Internal self-evaluation instrument for doctoral programs;
- Employers' evaluation of the Doctoral Program in Law;
- Ilia State University training Outcomes Evaluation Guide
- Meeting with the Heads of program
- Meetings with Academic and invited Staff
- Meeting with the representatives of the Quality Assurance Office
- Component evidences/indicators, including the relevant documents and interview results

Recommendations:
N/A

Suggestions for the Programme Development
- We suggest to incorporate pathways and measures for updating and improving the program to adapt it easily to the new needs and challenges of the program itself, as well as to new educational and research models.
- We suggest to address the identified inaccuracy between the target benchmarks and learning outcomes measurement courses, the definitions of target benchmarks and learning outcomes need to be clarified and updated to ensure consistency.

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

1.4. Structure and Content of Education Programme

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

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

The structure and content of the academic program are well-organized and clearly articulated.
Overall, the program presented is well structured, coherent in its planning and design, and fully realizable. The coherence is evident both in its structure and in the development of the training it proposes. Learning is guaranteed and a system of general training in research methods applied to the legal sciences is established, as well as a system of in-depth training in each particular research.

Moreover, the project is realistic both in terms of the number of applications it is possible to take on each year, and in terms of the material areas in which students will be able to carry out their research.

Thus, we can divide the program into two areas and analyze its suitability as a doctoral program: organisational and academic.

In the organizational area, the program guarantees the relevant aspects for these studies: good structure and correctly sequenced. Good information on the criteria for admission to the program. Good training and assessment forecasts. Good forecasting of learning outcomes. Good cooperation and collaboration between the different services of the university involved in its achievement.

In the academic sphere, the program establishes its training objectives, the doctoral model it promotes, the collaboration with Georgian legal, social and economic agents, and its interaction with foreign scientific entities to promote its internationalization. In this context of internationalization, it would be appropriate to consider the possibility of extending this aspect also to academic training and allowing international training abroad with the granting of training credits in Georgia. Shared seminars (face-to-face or online) could also be very beneficial.

With regard to more specific issues, it is worth highlighting the following:

A key strength of the program is the requirement to publish research in an international peer-reviewed thematic review or journal. However, from our perspective, it would be useful to clarify whether there must (or must not) be a link between the publication's topic and the thesis research subject; nonetheless, this publication requirement is highly positive.

Although the distribution of the 42 credits is clearly outlined, the established system is quite rigid and does not appear to facilitate the incorporation of alternative training options. Considering the limited number of students expected to enroll in the program, it would have been desirable to allow for the possibility of including credits from courses or activities within foreign doctoral programs (whether in-person or online). Another option could be to accumulate credits (at least within elective components) through a variety of training activities that collectively total the required 12 credits. With a reduced number of students, this approach could enable more personalized training, subject to oversight by the doctoral program committee.

Additionally, while the inclusion and emphasis on doctoral colloquiums is highly positive, it remains unclear whether these colloquiums grant credits, form part of the training credits, or if they are a separate activity that, while educational, does not contribute toward the credit total.

It is also necessary to address assistantship credits. Regarding these credits, they seem more oriented toward promoting teaching training than research training. It may be beneficial to emphasize that, in this teaching activity, doctoral candidates should primarily focus on assisting professors and teaching topics specifically related to their research. This focus would reinforce the research effort required for thesis preparation while also contributing to the teaching development of the researcher.

Evidences/Indicators
● Doctoral Program in law;
● Syllabi/Guidelines;
● Bylaws of the Dissertation Board and Doctoral Studies of the School of law;
● Rules and Procedures for Developing, Approving, Amending, and Canceling Educational Programs at Ilia State University;
● Ilia State University educational program evaluation criteria;
● Ilia State University Policy on Student/Vocational Student Assessment, Credit Assignment, Ratings, and Payment for Additional or Retaken Courses/Components
● Meeting with Vice-Rectors and Head of Administration, Dean
● Meeting with the Self-Evaluation Team
● Meeting with the Heads of the Program
● Meeting with the Academic and with inverted Staff
● Meeting with the representatives of the Quality Assurance Office

Recommendations:
N/A

Suggestions for the programme development
● Just as it is possible to pursue an "international" thesis with the involvement of foreign experts in research supervision, it would be advisable in the future to consider allowing international training experiences and recognizing

them as elective credits. it might be appropriate to make the composition of the 42 credits a little more flexible in order to allow for alternative training options.

● For the training of doctoral students, it could be beneficial to establish agreements with a foreign university to organize regular (e.g. every two years) joint face-to-face seminars (e.g. two days) in which students from each university could present their research, progress and doubts to a joint committee of experts from both institutions.

● it would be useful to clarify whether the publication to be carried out by doctoral students must necessarily be linked to the subject of their doctoral thesis, or whether they can publish on other subjects more or less related to the research.

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	☐	☐	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

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

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

The doctoral programme under assessment and its component courses correspond to the objectives and learning outcomes. There is coherence between the content of each course, the learning outcomes, the number of credits assigned and the proportion of training hours in each of the courses. Also the academic and training resources and the bibliography correspond to the objectives and expected outcomes of the programme.

However, given the importance of the introduction to the scientific training of doctoral students, it would be advisable to go into some aspects in greater depth.

In this section, although the content offered by the courses is aligned with the intended objectives, it would be beneficial to improve the description of both the *Legal Research Methods* course and the elective components.

The *Legal Research Methods* course is likely one of the most relevant courses in the program, as it introduces students to what constitutes a thesis, at least from the perspective of research competencies, as well as deepens their understanding of research methods. A well-developed description of this course would undoubtedly serve as a valuable tool for students and for anyone interested in the program. The same reasoning for clarification should be applied to optional courses.

Additionally, it would be helpful to clarify the importance of the *Assistantship* component in doctoral training beyond its role in teaching. As noted in other sections, it would be desirable to closely link the training benefits of the assistantship component to the specific research each student conducts as part of their doctoral program.

Evidences/Indicators
● Doctoral Program in Law;
● Syllabi/Guidelines;
● Bylaws of the dissertation Board and Doctoral Studies of the School of Law;
● Ilia State University Policy on Student/Vocational Student Assessment, credit Assignment, Ratings and Payment for Additional or Retaken Courses/Components;

- Component evidences/indicators, including the relevant documents and interview results;
- Meeting with Vice-Rectors and Head of Administration, Dean;
- Meeting with the Self-Evaluation Team;
- Meeting with the Heads of the Program;
- Meeting with the Academic and with invited Staff;
- Meeting with the representatives of the Quality Assurance Office;
- Meeting with Employers
- Meeting with PHD Supervisors
- Meeting with the representatives of the Quality Assurance Office

Recommendations:
N/A

Suggestions for the programme development
- We suggest to improve information on the content of the Legal Research Methods Course; adapting its content to the needs of the moment and to the evolution of research methods

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	☐	☐	☐

Compliance of the Programme with the Standard

1. **Educational programme objectives, learning outcomes and their compliance with the programme**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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

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

2.1 Programme Admission Preconditions

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

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

The program admission requirements and procedures are transparent, in compliance with the applicable legislation, standard requirement of the program level, foresees the specific features of the program and ensures that the candidates with appropriate knowledge, skills and competence are involved in the program.

Program admission rule and procedure is regulated under the Bylaws of the Dissertation Board and Doctoral Studies of the School of taw (Chapter II) (the "Bylaws"). Any individual holding a master's degree or equivalent academic qualification is entitled to pursue doctoral studies and shall be eligible to be admitted to the program if the individual successfully passes an institutional exam demonstrating at least B2 level in English, or holds an English language

certificate of the appropriate level, submits a research proposal and passes an oral examination, is eligible to be admitted to the program. According to the Program Admission Requirements, Admission to the Doctoral Program in Law includes an institutional examination, which comprises several stages:

Stage I: Registration;

Stage II: English Proficiency Examination (applicable if the candidate does not hold an English language certificate of the appropriate level);

Stage III: Evaluation of Doctoral Research Proposal; and

Stage IV: Oral Examination with the Sectoral Commission.

The information on the required documents, procedures and scores is determined under the Bylaws and the Program Admission Requirements. Bylaws as well determine the possibility of an individual's enrollment through mobility in accordance with the Georgian legislation and the procedure established under the Bylaws.

Planning the program admission aligns with the university's student quota planning mechanism and methodology. As determined under the Self-Evaluation Report the "methodology determines the number eligible students by considering factors such as the study level, student-co-academic/invited staff ratios, students with active status, status-suspended status-terminated, and status-restored students, graduating students, and quantitative indicators of internal/external mobility".

Evidences/Indicators
- Bylaws of the Dissertation Board and Doctoral Studies
- Doctoral Program in Law
- Ilia State University Student Quota Planning Mechanism and Methodology
- University website
- Interview Results

Recommendations:
N/A

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	☐	☐	☐

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills
Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard
The Doctoral Program in Law is designed to facilitate scientific research and generate new knowledge across various legal fields in public law, private law, and criminal law. Students' research-related skills are enhanced throughout the program beginning with working on the research project, passing the compulsory courses on Research methods and doctoral colloquiums and ending with the completion of dissertation paper. During the first year of the program a student develops a research project in collaboration with the supervisor/co-supervisor. The research project is afterwards presented to and evaluated by the Sectoral Commission. Having passed the courses required under the program, students complete a dissertation paper. The requirement to be working on a publication, already defended the doctoral research project (prospectus) and collected all the data, as well serves for the enhancement of research

related skills for the students. Moreover, it is required for the student to have at least one scholarly article published in an international peer-reviewed thematic journal before defending the dissertation.

Students are provided with the possibility to publish their articles related to constitutional and human rights in an internationally peer-reviewed journal, currently indexed in the EBSCO database "Constitutional Law Review" run by the School of Law. Moreover, students have the possibility to engage in research activities in the respective fields of law in either of the three research centers in the School: the Center for Constitutional Studies, the Corporate and Commercial Law Centre, and the Justice Enhancement and Legal Education Center.

Apart from providing the students with research-based knowledge and related skills, the program also provides for the teaching assistantship ensuring the students' involvement in teaching, specifically working with the academic course professor, independently implementing the course component or/and conducting a lecture/seminar course.

The agreements and memorandums with the national partners including the Constitutional Court of Georgia and foreign universities create the possibilities for the students to be engaged in local and international research projects and activities thus enhancing the program's internationalization.

Highly qualified both national and foreign professionals are engaged in the supervision and evaluation of the students' activity.

Evidences/Indicators
- Bylaws of the Dissertation Board and Doctoral Studies
- Doctoral Program in Law
- Memorandums
- Course syllabuses
- Interview Results

Recommendations:
N/A

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

2.3. Teaching and Learning Methods

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

Teaching and learning methods are considered on page 3 of the educational program, where, taking into account the features of the program, such teaching methods are presented as lectures, seminars, supervision, demonstration/presentation, discussion/debate, analyses, and theses, case analysis, the possibility of using other methods is also allowed. The syllabi of the main and optional study components (paragraphs 7 and 9) provided by the program's curriculum provides for are in line with the methods defined in the program. For example, where the training course provides for it, the doctoral student performs autonomous tasks, collects, organizes, analyzes, and evaluates, including generating new field information (research components) and materials (in particular, "Curriculum Development and Teaching and Evaluation Strategies in Higher Education, Writing for Academic Publication, legal research methods, etc.). In addition, the educational program considers such a component as "assistantship" (see page 5 of the program), through which the involvement of the doctoral student in the academic processes related to teaching and research is ensured. It is noteworthy that the program provides teaching and research

assistance (see concept of assistance). In the case of assisting in the teaching process, the doctoral candidate assists the professor of the academic course, independently implements the component of the academic course, and/or conducts a lecture/seminar course. In the process of research assistance, the doctoral candidate may be allowed to participate in the ongoing research processes at the university and for this purpose carry out such activities as literature search, participation in the development of new research methods, collection and analysis of results, supervision/co-supervision of master's theses, reviewing, etc.

In the self-evaluation of the program and the materials attached to it, no document contains the requirements defining the teaching-learning methods of the doctoral level. However, if we judge by the widespread and established teaching and learning methods at the doctoral level in Georgian law schools and the requirements of the accreditation standards of the corresponding level, the teaching and learning methods of the doctoral program presented by the institution for accreditation respond to the goals and results that the student should achieve by studying in the program. In this sense, it would have been desirable to include documentation defining all the elements of teaching and learning methods in a single document, as this would have provided greater clarity and simplicity in this section. It is clear that the programme offers relevant programmes and training objectives that include both basic and theoretical training in legal research, provided by the specialised services of the university itself, and practical training based on the preparation and publication of a doctrinal article in accredited journals. The balance between teaching and learning methods is therefore correct and desirable, as can be seen from the elements provided and, above all, from the interviews that the Commission was able to conduct with the various services and persons involved in the programme. However, it would have been desirable to develop this balance further and to produce a document that would have brought all these values together, linked them together and synthesised them as an element of strength of the programme.

The institution in general and the structural unit implementing the program, with relevant academic, visiting (information about consultations see point 5 of the syllabus), administrative, and support staff are focused on cooperation with the student and providing qualified service. The main function duties of the scientific supervisor of the doctoral candidate, which is defined in the Dissertation Board of the Law School and the regulation of doctoral studies in 9.9. The article includes regular consultations. The frequency of consultations corresponds to the specifics of the program and research topic.

The student of the presented educational program has the opportunity, based on his own needs, to study according to an individual plan. Article 4 of the "Rules and Procedures for Developing, Approving, Amending and Canceling Higher Education Programs" applicable in the institution provides for the possibility of developing an individual study program (plan). It is designed to meet the diverse requirements, special educational needs, and academic preparation of students, as well as to ensure their seamless involvement in the educational process. In addition, 8.1 of Law School's Dissertation Board and Doctorate Regulations. The article specifies that the study is carried out by an individual plan unless otherwise provided.

By comparing the sectoral characteristics of the law, educational program, syllabus content, teaching methods, thematic activities, and through interviews with the staff implementing the educational program and other relevant stakeholders, it can be observed that the staff employed valid methods for the eighth level of higher education. They adhered to the specificities (theoretical and practical aspects) of the programme, ensuring that the teaching methods, course content, and learning outcomes align with the requirements of the eighth level of academic higher education and effectively support their achievement.

Evidences/Indicators
- PhD program of Law
- Syllabi of study courses
- Dissertation Council and regulation of doctorate
- Results of interviews of the Persons involved in the study process and interested ones.

Recommendations:
N/A

Suggestions for the programme development
- We suggest to make more visible the relationship between the theoretical training in the approach and tools of legal research and the practical training. This is one of the great strengths of the doctoral programme presented, which makes a very positive contribution to the scientific training of students. It would have been very relevant to have a text establishing this relationship, and it would have been very important for future students, providing them

with essential information about the training benefits of the programme and the good balance between teaching and learning methods.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	☐	☐	☐

2.4. Student Evaluation

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

The regulatory framework of the student evaluation system provided for in the program is created by the academic council of the institution "On the determination of credit allocation, rating, and payment for additional/repeated courses/components" of June 16, 2015, the institution, doctoral level education framework document (institution Appendix 6 of the self-assessment report. In addition, the educational program (p. 6) includes a description/system of the general scope of student knowledge assessment. The main determining factor of the presented system of student evaluation within the framework of the educational program operating in the institution and submitted for evaluation is the evaluation of the level of achievement of the student's learning results during the implementation of the program, taking into account the requirements approved by the order of the Minister of Education and Science of Georgia No. The program defines that the mastering of the educational component in the teaching process takes into account the active participation of students and is based on the principle of continuous evaluation of acquired knowledge. The evaluation of the level of achievement of the student's learning outcome in the educational component of the doctoral educational program of law includes intermediate (one-time or multiple) and final evaluations, the sum of which represents the final evaluation (100 points). The intermediate and final evaluation (evaluation forms) includes the evaluation component/components that determine the method/methods of evaluating the knowledge and/or skills and/or competencies of the doctoral candidate (oral/written exam, oral/written survey, homework, practical/theoretical work, etc.) .). The assessment component combines uniform assessment methods (test, essay/essay, demonstration, presentation, discussion, performance of practical/theoretical task, working in a working group, participation in discussion, solving a case study, etc.). The evaluation method/methods in the educational components of the program are mainly measured by the evaluation criteria or the measurement unit of the evaluation method, thereby determining the level of achievement of learning outcomes. Each evaluation form and component has a specific share in the final evaluation from the total evaluation score (100 points), which is reflected in a specific syllabus and is communicated to the doctoral candidate at the beginning of the study semester. Due to the different approach from the general picture, the study component "Assisting" (12 credits) deserves attention, which includes and according to the curriculum, the student must perform in the middle of the 2nd - 9th semesters. Assisting is a mandatory component of the doctoral program in law, which provides for the active involvement of the doctoral student in teaching and research. The purpose of assisting is to develop practical skills related to the academic processes of teaching and research, which is one of the important prerequisites for the development of a successful academic career for a doctoral student. Although according to the institution's regulatory act, "On the assignment of student/professional student assessment credits, rating and determination of payment for additional/repetitive courses/components" dated June 16, 2015 No. 7 (see articles 7, 8 and 10) a 100-point evaluation system for student evaluation is defined, and the necessary prerequisite for granting credits is that the student meets the requirements of the course and receives one of the positive evaluations determined by the evaluation system, assisting as a mandatory component is not provided by the appropriate syllabus and appropriate evaluation method. The concept developed for the implementation of the given educational component (see Appendix 2) only partially covers the content of the syllabus, and in the evaluation part it is essentially incompatible with the above-mentioned regulatory university act on student evaluation and accordingly, "On the procedure for calculating credits for higher education programs" of the Ministry of Education and Science of Georgia. According to the Minister's Order No. 3 of January 5, 2007. In particular, the concept of assistantship covers the educational activity of the doctoral student under the supervision of

the supervisor. The self-evaluation report of the program is accompanied by the concepts of the components provided by the curriculum (doctoral colloquium, prospectus, personal and professional development center training, doctoral thesis) as an appendix, although no credit is provided for any of them, which essentially puts the assistantship under different conditions. According to the concept, the doctoral student performs two types of assistance: within the framework of academic courses and assistance in the research process. In the case of assisting the professor within the academic course, it is obligatory for the student to attend all the lectures (contact hours) conducted by the professor. The PhD student must familiarize himself with all the video lectures and materials that the professor gives him. The student is involved in the research assistance activity after securing the prospectus and involves the implementation of such activities as: supervision/co-supervision of master's theses, evaluation (the doctoral student has the right to supervise a maximum of 1 master's thesis and co-supervise 2 master's theses during the semester, search for relevant literature/sources for research, analysis /Review and development of research instrument, data collection, analysis, which is subject to assessment by the supervisor. In particular, the assessment of the assistance includes monitoring (selective assessment) and evaluation by the doctoral student The evaluation of the performed assistance activities and the granting of credits are done by the form presented by the supervisor (the form is attached to the concept). According to the form, the supervisor evaluates the assistance activities carried out by the doctoral student "positively" or "negatively", which is contrary to the legislation of Georgia and the institution's internal policy. the rules established by the regulations (see: Articles 7, 8 and 10 of Decree No. 7 of June 16, 2015, "On the assignment of student/professional student assessment credits, rating and payment of additional/repeated courses/components"). In all other cases, each course/s that makes up the program, according to the syllabus, is provided with individual student assessment methods, methods, activities, and criteria. Taking into account the theoretical or practical nature of the training course, content, teaching-learning, and evaluation methods, it is revealed that the academic staff (including invited staff) ensures the conformity of the assessment components and methods of each training course with the learning outcomes of this course. The academic and guest staff providing the program components are highly qualified teachers with many years of experience who regularly participate in scientific/research, training, and seminars organized by the employer or partner institutions.

The appeal of students' assessment in the part of the educational components of the presented educational program is subject to the general university rules and the conditions of "Regarding the assignment of student/professional student assessment credits, rating and determination of payment for additional/repetitive courses/components" dated June 16, 2015 No. 7. Paragraphs 1-6 of Article 9 of the Regulation regulate in detail the procedure for appealing the assessment, thus to a large extent ensuring the interest of the student to receive feedback on the learning results, information on his strengths and weaknesses and improvement of results.

When evaluating a student's research paper, the institution has mechanisms for determining academic style, plagiarism prevention, detection, and response. The person who is interested in the mentioned issue is guided by the standards of "Academic style of Ilia State University: developed and published in the form of a book for the authors of the book, article, dissertation, and various academic works". The first part of the mentioned work is fully devoted to dealing with sources and protecting oneself from plagiarism. It comprehensively describes source citations, plagiarism detection, and response mechanisms. Concerning plagiarism, the student can learn from the concept of the doctoral thesis where to learn about the style of the thesis, academic and research ethics, academic integrity, source work, plagiarism prevention, detection, and response mechanisms. The concept clearly states that the thesis will be checked for plagiarism (including through Elearning and Turnitin) and if it is found at any stage of the process, the thesis will be disqualified from the defense procedure, and the PhD student will be expelled from the program due to academic dishonesty. In addition to the aforementioned, the Dissertation Council of the Law School and the Doctoral Regulations stipulate a condition (Article 10.4), according to which the doctoral student confirms the authorship of the dissertation by hand and does not contain plagiarism. If a doctoral student is found guilty of plagiarism or falsification of data, his/her student status is terminated (Article 16.2).

The evaluation of the research component of the doctoral educational program is carried out by the evaluation system approved by the Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007, "On the rules for calculating credits of higher educational programs". In particular, Article 92 and Article 18 of Decree No. 7 of June 16, 2015, "On assigning student/professional student assessment credits, rating, and payment for additional/repetitive courses/components" define the general rules and system for evaluating a doctoral student's dissertation. Article 20 of the same resolution provides for the rights and expected consequences of the doctoral student in case of a negative evaluation of the thesis. The rules for defending the doctoral thesis, the cases of related disputes, their resolution, and the rules for appealing the decision are regulated by the law school's Dissertation Council and Doctorate regulations, according to which the thesis is evaluated in the same or the next semester in

which the doctoral student completes work on it. The thesis is assessed once, with a final assessment. The defense of the thesis is public and takes place before the thesis council. Evaluation of the thesis by the members of the Dissertation Council The evaluation of the thesis is carried out through the deliberation and consensus of the members. The relevant criteria defined in the documents of individual doctoral programs are used for the evaluation of the thesis. A representative of the school administration attends the thesis defense process and signs the appropriate documents. The language of defense is Georgian unless something else is established by the decision of the sectoral commission, international agreement, and/or other partnership agreement. The school administration is obliged to upload the thesis to the university website within one month after the defense of the thesis. Dissertation evaluation by the members of the Dissertation Thesis Protection Commission is done confidentially, with a scoring system. For the final evaluation of the dissertation, the commission for the defense of the dissertation allocates the arithmetic mean of points (the sum of received points divided by the number of members of the commission). The thesis is evaluated with 5 positive and two negative evaluations. In case of receiving an insufficient assessment, the doctoral candidate is allowed to submit a revised thesis within one year. In case of receiving an unsatisfactory (sub omni canone) evaluation, the doctoral candidate loses the right to submit the same dissertation. The institution has also defined a dispute review and appeal procedure specifically for doctoral students, in particular, according to Article 15 of the Dissertation Council of the Law School and the Doctorate Regulations, any problem arising during the doctoral study process, based on the student's written application submitted to the dean, will be considered by the sectoral commission.

Article 9 of the Law School's Dissertation Council and Doctorate Regulation defines the rights and functions of the doctoral student's scientific supervisor. In addition, the head's sectoral and foreign language requirements are taken into account. According to the same provision, it is allowed to invite a second supervisor/co-supervisor, including from an academic institution of a foreign country, within the framework of an international cooperation agreement or by the decision of the sectoral commission. The doctoral student has the right to request a scientific supervisor/co-supervisor (Article 9.8). The scientific supervisor has regular consultations with the doctoral student. The frequency of consultations corresponds to the specifics of the program and research topic. The scientific supervisor represents the conclusion and feedback on the doctoral thesis. The co-supervisor (if any) provides support to the doctoral student in the process of implementing the scientific-research component, under the agreement with the supervisor and the doctoral student.

Article 10 of the Law School's Dissertation Council and Doctorate Regulation stipulates that the doctoral candidate shall submit the dissertation to the school administration in electronic form and, if necessary, in hard copy. The thesis must be written in Georgian or English. The issue of completing the dissertation in English (except in the case of an English-language doctoral program) is decided by the sectoral commission. The school administration ensures that the dissertation is accompanied by a statement about accumulated credits; A statement confirmed by the doctoral student's signature that the dissertation is the result of the doctoral student's independent research and does not contain plagiarism; The conclusion of the doctoral student's scientific supervisor, co-supervisor, and co-supervisor on the readiness to defend the thesis and the conclusions of the quality assurance service of Ilia State University and the relevant sectoral commission on the compliance of the international publication/publications of the doctoral student with the requirements defined by this regulation. The deadlines related to the submission and defense of the thesis are reflected in the calendar/matrix developed within the framework of individual doctoral programs.

According to Article 12 of Law School's Dissertation Council and Doctorate Regulations, after receiving the positive conclusions of the Commission and the University's Quality Assurance Service, within a reasonable time, the sectoral commission applies to the School Council with the request to create a Dissertation Council and appoint reviewers (at least 2). The institution has defined (clause 12.2 of the regulation) the requirements for the selection of reviewers.

By the first paragraph of Article 13 of the mentioned regulation, defense of the thesis, information about the defense of the thesis (place, time, date) is published on the official website of the university one week before the defense of the thesis. The duration and regulations of the dissertation defense process are determined by the dissertation council. The defense process includes the presentation of the thesis by the doctoral student, hearing of reviews, scientific debate, and the decision of the dissertation council. In the case of partnership, local, or international cooperation, the issue of organizing the defense of the thesis will be regulated by an international, local, or partnership agreement. The academic degree/qualification is awarded to the doctoral student by the Dissertation Council, whose decision is final (clause 14.2). The school administration is obliged to upload the thesis to the university website within one month after the defense of the thesis.

Based on the above, it is mostly confirmed that the evaluation method/methods in the institution are measured by the evaluation criteria, i.e. the measurement unit of the evaluation method, thereby determining the level of achievement

of learning outcomes. , which is carried out by the institution's educational process management electronic system - Argus, and academic staff. Therefore, it is confirmed that the defense of theses is done in a commission manner according to the regulations of the Dissertation Council and Doctorate in the higher educational institution.

Evidences/Indicators

● Resolution N7 of June 16, 2015 About assigning student/vocation student assessment credits, rating and determining payment for additional/repetitive courses/components

● Dissertation Council and regulation of doctorate

● Study Programme

● Syllabi and concept of study components

● The results of Interview with the persons involved in the program, administration

● Academic style of the Ilia State University: for the authors of the study materials, Articles, dissertation and other academic work

Recommendations:

● For the study programme's mandatory component - "Assistantship" (12 credits) is recommended to develop the syllabi, which reflect terms and conditions of the evaluation 100.

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☐	X	☐	☐

Compliance with the programme standards

2. **Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

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

3.1 **Student Consulting and Support Services**

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

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

Ilia State University runs a range of student support services that provide timely information to doctoral students about the specificities and features of the doctoral program. Upon enrollment in the program, the counseling cycle and opportunities are as follows:

● Newly enrolled doctoral students are required to enter into a contract that provides a detailed outline of the terms of study and duties of the contracting parties involved. As stipulated by the doctoral program, the supervisor/co-supervisor collaborates with the doctoral student on an individual basis, which, by the end of the first year, is completed with the prospectus. The latter serves as the basis for the doctoral student to plan their individual research or other activities for the subsequent period of study, culminating with the submission of the doctoral thesis at the end of the program.

● Doctoral colloquiums cater to the individual research needs of doctoral students, providing them with feedback on research processes from various stakeholders (supervisor, sectoral commission, employers, etc.).

● Individual, one-on-one guidance is offered to doctoral students as part of the assistantship as well, whereby the parties define specific tasks and activities to be performed within the assistantship.

● Doctoral students are included in the intra-university electronic system "Argus" from the very first days. All components included in the program are stored in the system according to their status. The "Algus" system facilitates interaction between the student and the lecturer, enabling the student to seek online consultation regarding the topics or courses of their interest.

● The "Algus" system maintains a record of the doctoral student's assessment data throughout the semester, ensuring that they are regularly updated about their academic progress. Doctoral students have the opportunity to receive timely consultations from the Program Quality Assurance Specialist and Coordinator on issues related to the program and its administration.

● The library systematically conducts training sessions to instruct users on the use of the university's electronic system and resources (eLearning platform, electronic databases). Regular updates are posted on the website and distributed to doctoral students via email.

● The doctoral student's research activity is supported by the structural units of Ilia State University, among them the Research Coordination, International Relations, and Development Offices. Within the scope of their competence, the Offices coordinate information outreach to doctoral students on current projects and exchange programs in Georgia/abroad.

Within the scope of exchange programs, the university provides opportunities for the international mobility of doctoral students. The International Relations Office promotes the mobility of foreign researchers and professors at Ilia State University and fosters connections among specialists in relevant research areas; The Office has devised a set of procedures and sample documents required for obtaining a double doctoral degree, among them a framework agreement and a joint supervision agreement. The Development office promotes the involvement of doctoral students and researchers in international cooperation projects and ensures the identification and attraction of suitable funding sources; The Development Office provides support services such as aiding in the preparation and submission of project applications, forming international consortia, managing grants, strengthening relationships with groups and donors, organizing international scientific and research meetings, fostering cooperation with international research institutes and centers, and disseminating information about international opportunities. To manage the learning process and support students, the University operates a Centre for Academic Writing, which is responsible for the design, development, and implementation of the academic writing curriculum. The center offers students services related to the development of academic writing skills. To this end, the center gives students the opportunity to:- register online for the center's seminars, which are synchronized with the educational components of different levels developed by the center, and receive additional assistance in developing their academic writing skills;- use online resources created by the Center for Academic Writing, which are available on the Center's website. The university runs a Psychological Counseling Center for students. High.ly qualified specialists employed by the center provide psychological counseling to students. The center is staffed by professionals who have completed graduate degrees at Ilia State University, including a graduate program in mental health. They offer students counseling services using the most up-to-date, evidence based methodologies, accompanied by regular supervision. Any student seeking assistance and support with prevalent psychosocial issues such as anxiety, low mood, phobias, relationship problems, and various stress-related conditions can avail themselves of the counseling center's services. The International Relations Office administers and oversees international exchange programs (e.g. Erasmus+) and provides international mobility opportunities for the university's doctoral students. Within the context indicated above, the Office offers different types of support services to doctoral students:

- ensures uninterrupted access to information through the website, "Argus", e-mail, and social networks;
- conducts regular information meetings with students; provides personalized counseling to interested students;
- assists doctoral students in negotiating study contracts with faculties;
- holds pre-departure orientation meetings for winning doctoral students;
- ensures the preparation of relevant official correspondence and provides support with student visa applications, if needed;
- ensures that doctoral candidates are well-informed about intra-university procedures;
- sustains support for PhD students throughout the mobility period, addressing any potential issues, as necessary.
- The International Relations Office keeps doctoral students informed about various international opportunities (summer schools, international scholarships, conferences, internships, etc.)

To increase the degree of internationalization of the doctoral program, Ilia State University has concluded memoranda with European universities. In particular, in the program development process, special agreements were made with two European universities, whose representatives got engaged in the activities of the International Advisory Board. These universities will also be actively involved in international exchange programs when accepting students of doctoral programs in law, namely: 'Vytautas Magnus University', Kaunas, Lithuania, and Mykolas Romeris University, Vilnius, Lithuania. Information about opportunities to engage in various local and international projects, initiatives, events, conferences, and research is spread through the website, "Argus", email, and social media platforms.

Evidences/Indicators
- Bylaws of Research Coordination, Development, and International Relations Offices;
- International exchange programs;
- Electronic selection provider system "Argus" -https://argus.iliauni.edu.ge/ka
- Information about counseling hours
- Personal files of university administration employees; Ilia State University Library https://library.iliauni.edu.ge/
- Centre for Academic Writing https://writingcentre.iliauni.edu.ge/en/
- Sample contract between the university and the student (available at the faculty);
- Psychological Counseling Center for Students.

Recommendations:
- N/A

Suggestions for Programme Development
- N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	x	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

According to the Bylaws of the Dissertation Board and Doctoral Studies of the School of law, the doctoral student is assigned a qualified supervisor who is a university professor, associate professor, or assistant professor, holds a doctoral academic degree, possesses scientific research experience relevant to the doctoral student's research area, is equipped with the most up-to-date knowledge and expertise, has actively engaged in scientific research and/or has published a scientific paper that bears relevance to the subject/topic/direction of the doctoral student's dissertation. Also, a doctoral candidate may have more than one scientific supervisor with an academic or scientific position and a doctoral degree. Under the terms of the international cooperation agreement, or by the decision of the sectoral commission, the doctoral candidate is permitted to have a co-supervisor who may be invited from another, including a foreign academic institution. The Doctoral Program in Law has an international advisory board, whose members serve as co-supervisors of the doctoral dissertation. The following are the main functions and duties of a scientific supervisor:

● The scientific supervisor holds regular consultations with the doctoral student.

● The frequency of consultation sessions corresponds to the program's specifics and research topic. The counseling provided encompasses the following: periodic feedback and regular updates on the doctoral student's progress, provision of general scientific recommendations, guidance in selecting research methodology and design, support in managing a research project and composing a thesis/scientific research paper/dissertation assistance with integrating into local and international scientific networks, participating in local and international science events (including doctoral colloquiums), presenting research findings and results, and publishing scholarly articles in international peer-reviewed journals.

● The scientific supervisor presents a conclusion/summative report and feedback on the doctoral thesis.

The number of students to be admitted to the program is determined based on the student admission quota planning methodology, which specifies that each potential supervisor can supervise a maximum of 8 students simultaneously, including both master's and doctorate-level students. The university's internal quality evaluation mechanisms for educational programs involve evaluating the doctoral thesis component, which also entails assessing the supervision process. Under the same mechanisms, evaluation instruments (student questionnaires) have been devised to collect data on various aspects of supervision. After the collected data are analyzed, the strengths and areas for improvement are identified, and appropriate interventions/measures are determined based on the identified needs.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	7
Number of master's/doctoral students	5
Ratio	1:0.7

Evidences/Indicators
● Electronic selection provider system "Argus"- https://argus.iliauni.edu.ge/ka
● Doctoral Program in Law;
● Program syllabi/guidelines;
● Bylaws of the Dissertation Board of the Ilia State University School of Law;
● Program Implementation Evaluation Policy;
● Ilia State University Student Quota Planning Mechanism and Methodology;
● Interview results.

Recommendations:
N/A

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	x	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	x
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

The doctoral programme presented, from the perspective of human resources, guarantees a good balance between the training commitments proposed in the studies, and the possibilities for the academic staff of the university, the affiliated experts and those invited to the programme, as well as the administrative staff involved, to carry out the programme. This is an important issue because the objective of the programme must be adjusted to the workload capacities of the institution offering it, and in this sense the proposal of the Faculty and the university are coherent with the possibilities that the institution can offer at the moment.

The smooth running of the programme requires the involvement and coordination of the three sectors concerned: academic staff leading the research, affiliated and invited staff (national and foreign), and administrative staff. The presented programme ensures the appropriate involvement of, and coordination between, all three sectors. Thus,

- The selection of the Heads of the Programme has been made based on scientific criteria and academic quality. All of them have the scientific and personal qualities necessary to develop the training commitments that the programme entails, and they have demonstrated their abilities, and their firm will for its implementation. This point is absolutely relevant, as their academic and human capacities and their firm will to dedicate themselves to research training (an act of great generosity) are undoubtedly the first essential element for the success of its implementation.

- This commitment can also be seen in the interviews held with the university and faculty administration staff. The staff have the necessary quality and qualifications to perform their duties perfectly in the proper development and running of the doctoral programme. On this point, the interviews with the university administration also highlighted their excellent preparation and commitment to the expected quality training.

- The number of researchers involved in the programme is fully proportional to the number of students who will be able to participate in the programme, which should guarantee its success and continuity. This proportionality is also a guarantee for monitoring and accompanying students in their research training.

- the functions and workload of each of the sectors involved in the programme and their performance at different times are well programmed and correctly adjusted.

- The ratio of academic staff to affiliated and invited staff is correct. The participation of the latter sectors is noteworthy, and the effort made by the university presenting the programme to guarantee this participation. They

could be an element that contributes positively to the scientific training of students because they can provide them with different perspectives, new elements, and criteria for reflection that can be important in their research and in their training as researchers.

To summarise what has been said above, it is very important to highlight

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

The persons implementing the programme are engaged in the programme in accordance with the legislation. Their qualification is in compliance with their qualification requirements. The qualification of academic staff is proved by scientific papers written during the last years. The qualification of invited staff is proved by relevant knowledge and experience. So, the program staff consists of qualified experts.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[1]	Including the staff holding PhD degree in the sectoral direction[2]	Among them, the affiliated staff
Total number of academic staff	21	14	11	5
- Professor	5	-	4	5
- Associate Professor	2	-	2	2
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	14	-		_
Scientific Staff	-		-	_

The program has an academic and invited workload scheme. The number of academic and invited personnel is adequate with regard to the number of students (potential number of students is approximately 5. So, the number of students corresponds to the workload of their supervisors). Although, the balance between academic and invited staff ensures the program sustainability. Therefore, the number and workload of program academic and invited staff ensures the sustainability of the doctoral program. The heads of the program are qualified and possesses relevant knowledge and experience. The heads of the program are involved in program implementation. Program students will be provided with an adequate number of administrative and support staff with appropriate competence. The administrative and support staff qualification is consistent with their function.

Evidences/Indicators
- Self-evaluation report;
- CV-s and Diploma of academic/invited personal;

- Personal files of the staff;
- Functions of the Head of the program;
- Functions of administrative and support staff;
- Interview results.

Recommendations:
N/A

Suggestions for Programme Development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

Describe, analyze and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Doctoral (potential) students will have qualified supervisors, who have relevant scientific experience in the field of study. The HEI has transparent requirements for supervisors, which responds to the program specifics. Doctoral student supervisors have the latest knowledge and have published scientific papers. According to the self-evaluation report, the supervisor and co-supervisors qualification requirements are in line with the doctoral level supervision.

Consequently, the supervisors (directors) of the research that carry out the doctoral theses have the scientific capacities, merits and qualifications necessary to carry out this responsibility. As accredited, both in the documentation presented, as well as in the meetings with those responsible for the research centers and future directors of the theses to be carried out.

Likewise, the administrative staff responsible for the smooth running of the program also has the necessary characteristics and means to guarantee its smooth running and the administrative assistance required by the students following the course and training.

As for the means in general, the university has the necessary material, physical and technical means for the good development of the program and the good training of the students.

The proposed internationalization, the collaboration with external faculty (including co-direction, when appropriate, with prestigious scientists from recognized universities) and the participation of associated faculty and invited faculty, duly selected, are elements that contribute to demonstrate the quality of the faculty responsible for the supervision of doctoral students.

At this point, however, mention should be made of an inconsistency in the program, which should be corrected. While in this section emeritus professors are mentioned as eventual scientific supervisors, in point 3.2, when also referring to qualified supervisors, no mention is made of emeritus professors. It would be necessary to coordinate the two points and establish a single criterion in this regard.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	7	**11**	**5**
- Professor	5	-	5
- Associate Professor	2	-	2
- Assistant-Professor	-	-	-
Visiting personnel	14	5	_
Scientific Staff	-	-	_

It should be stated that during the site visit, we identified an issue: the Self-Evaluation Report (SER) stated that there are 10 international co-supervisors, one of whom served as the chair of the current evaluation panel. However, this individual was not informed of their inclusion as a co-supervisor, and this was also highlighted in the key findings. This raises the possibility that the remaining co-supervisors may also be unaware of their roles in this agreement.

At this point it should be noted that the co-supervisor who acts as chairman of this evaluation panel has had no relationship with the university and the faculty that presents the programme, and that his incorporation into the body of co-supervisors of the doctoral programme was at the initiative of the institution, without any prior contact. Therefore, the president of this assessment panel has acted with complete independence and without any incompatibility.

Evidences/Indicators
- Self-evaluation report;
- Personal files of supervisors;
- Doctoral program;
- Interview results.

Recommendations:
- We recommend to inform the co-supervisors of their inclusion in the list foreseen in the programme. It would have been desirable that prio to the submission of the programme, the faculty and the university had informed the body of co-supervisors of their inclusion in the submitted doctoral programme.
- Mention should be made of an inconsistency in the program, which should be corrected. While in this section emeritus professors are mentioned as eventual scientific supervisors, in point 3.2, when also referring to qualified supervisors, no mention is made of emeritus professors. We recommend coordinating the two points and establishing a single criterion in this regard. This inconsistency must be corrected

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	X	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

The institution analyzes the results of the evaluation of the program staff satisfaction surveys. Evaluation results will be used for improvement of academic and invited staff. The institution's research activity is supported by various units of the university. The research coordination office and development office provides significant assistance for cooperation with international institutions. According to the self-evaluation report, In collaboration with the Ministry of Education, Science and Youth of Georgia, the University established the space "Horizon Europe" in 2022. The initiative, coordinated by the Research Coordination Office, aims to create more opportunities for research groups to successfully participate in international European grant projects and develop competitive project applications. Also, the institution cooperates with such international donors as the European Commission, Horizon 2020, Horizon Europe, Erasmus +, Tempus, Georgia's Innovation and Technology Agency, Georgian Research and Development Foundation, Botanical Gardens Plant Conservation Science Board, the U.S. Civilian Research and Development Foundation (CRDF), Open Society Georgia Foundation, Swiss National Science Foundation (SNSF), Eurasia Foundation, International Science and Technology Center, Volkswagen Foundation, US Embassy in Georgia, NATO, US Agency for International Development (USAID), Academic Swiss Caucasus Net (ASCN), German Agency for International Cooperation (GIZ), and various European and American universities. It is noteworthy that 264 grants have been registered over the last 12 years, 33% of which are research grants.

Various activities are carried out every year for the academic or invited personnel in case of necessity. The institution provides material and financial resources for scientific and research activities, therefore, the institution promotes doctoral student's supervisors participation in research and conferences.

Evidences/Indicators
- The Self-evaluation report;
- By-Law of the University;
- Website [https://iliauni.edu.ge/ge/siaxleebi-8/axali-ambebi-36/times-higher-education-2025-wlis-universitetebis-reitingshi-ilias-saxelmwifo-universiteti-qveynis-masshtabit-kvlav-pirvel-adgilzea.page];
- Interview results.

Recommendations:
N/A

Suggestions for the programme development :
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	☐	☐	☐

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical

equipment required for achieving programme learning outcomes.

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

The University infrastructure and material and technical resources ensure the achievement of Program learning outcomes. The University has the significant components for the due implementation of the Program: the infrastructure – the space necessary for students to conduct the research, accessibility to the modern online and material legal publications and the library. Learning spaces, auditoriums and the library are equipped with sufficient computers and technology resources.

The library's collection of books and electronic resources complies with the required reading literature lists specified in the course syllabuses. This ensures that students have access to all necessary materials via hard copy as well as digitally. Students have access to electronic learning materials through the School software system Argus. Argus as well serves as a platform for communication between the students and academic staff.

Students and staff have access to international library databases both from the University premises and remotely. Databases include Lexis Nexis, Scopus and others. Students have access to the Legislative Herald. The University as well uses the Turnitin software for the plagiarism check which is a necessary component for the doctoral program implementation.

School of Law runs an internationally peer-reviewed journal, currently indexed in the EBSCO database "Constitutional Law Review" where the students can publish their articles related to constitutional and human rights. Moreover, students have the possibility to engage in research activities in the respective fields of law in either of the three research centers in the School: the Center for Constitutional Studies, the Corporate and Commercial Law Centre, and the Justice Enhancement and Legal Education Center.

Evidences/Indicators
- Course syllabuses
- Ilia State University library and international electronic databases http://library.iliauni.edu.ge
- Agreements concluded with international electronic databases;
- Interview Results
- Site Visit

Recommendations:
N/A

Suggestions for the programme development :
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability
The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard
Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The budget of doctoral program will be fully financed by the university 5 from 3 to 5 academic years, the students will not have any fees to pay. Allocation of financial resources for the program from the budget is financially feasible and ensures the program sustainability. According to the documentation, the program budget will be 35 000 Gel, which includes teaching-related salary expenses, literature and other library resources, software, infrastructure upgrades and maintenance, administrative expenses, office maintenance expenses and etc. According to the budget note, "The entirety of the educational curriculum within the program is facilitated exclusively by the academic personnel of the faculty, whose remunerative allocations are encompassed within the central budgetary framework of the university. Furthermore, the doctoral program in question necessitates no supplementary financial outlays. Conferences, publications, and other scientific expenses are included in the budgets of the faculty, which are reimbursed at the expense of the undergraduate (Bachelor's) and graduate (Master's) for-profit programs. The expenses associated with updating library resources, as well as those for infrastructure renewal and maintenance, are encompassed within the central budgetary framework of the university. In case of additional requirements, any necessary expenses for the program will be funded from the primary budgetary allocations of the faculty and/or university." The allocation of financial resources corresponds to program needs.

Evidences/Indicators
- The Self-evaluation report;
- The budget of doctoral program;
- Interview results.

Recommendations:
N/A

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	☐	☐	☐

Compliance with the programme standard

4.	**Providing Teaching Resources**	Complies with requirements	X
		Substantially complies with requirements	☐
		Partly complies with requirements	☐
		Does not comply with requirements	☐

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

5.1 Internal Quality Evaluation
Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning

the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

The quality assurance (QA) process at Ilia State University follows a continuous "plan-do-check-act" cycle, aimed at developing, approving, and consistently evaluating educational programs to meet institutional and national standards. This cycle includes an evaluation phase, which gathers feedback from students, professors, alumni, and employers through surveys and regular monitoring. The Quality Assurance Service (QAS) uses this input to refine programs, teaching methods, and learning resources. Updates to course syllabi are made in collaboration with academic staff during regular meetings and focus groups, ensuring transparency and alignment with feedback.

The QA process is well-structured and ensures ongoing improvements in teaching and program development. By incorporating feedback from multiple stakeholders, the university adds depth to its evaluations. However, the success of this process largely relies on active participation and prompt responses from all parties. Interviews with stakeholders confirmed that employers play a role in program evaluation, though one mentioned not receiving a survey from the university, indicating room for better communication. Additionally, while internal evaluation mechanisms are in place, integrating more external peer reviews could bring valuable insights for further improvement.

Overall, this approach promotes adaptability and quality, making it robust and prepared for both current and future challenges.

Evidences/Indicators
- Ilia State University Internal Quality Assurance Guidelines;
- Rules and Procedures for Developing, Approving, Amending, and Canceling Educational Programs at Ilia State University;
- Program Implementation Evaluation Policy;
- Reports of the focus groups of the adjacent program students and graduates
- Employer Focus Group Report

Recommendations:
N/A

Suggestions for the programme development
N/A

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	☐	☐	☐

5.2 External Quality Evaluation
Programme utilises the results of external quality assurance on a regular basis.

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

Ilia State University ensures the external quality of its programs through authorization and accreditation by the LEPL National Center for Education Quality Enhancement. To assess the Doctoral Program in Law, the Quality Assurance Office conducted a study to understand employers' collaboration experiences with educational institutions, gather

employer requirements in the field, and collect recommendations for program improvement. Feedback from employers plays a key role in refining the program, enhancing its relevance to the job market.

The university's approach to external quality assurance is effective. However, to meet national standards and gain a wider range of expert insights, involving both local and international experts is recommended. Additionally, fully implementing expert advice could further strengthen program quality. Overall, the system supports continuous development and improvement.

Evidences/Indicators
- External Evaluation Results
- Developmental peer review
- Amendments made as a result of external quality assessment
- Inteview results

Recommendations:
N/A

Suggestions for the programme development
- We suggest to introduce measures to ensure regular engagement of external experts to provide ongoing, diverse perspectives that help keep programmes in line with industry standars and best practices.

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

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

This is a very important point in the evaluation process, as it involves the establishment of a procedure for the continuous review of the programme, which must fulfil the objective of updating and improving the service it offers. In order for this monitoring and review to function correctly, the participation and coordination of the different actors involved (academic, administrative, student and external actors involved in the programme) is necessary. On the basis of the evidence provided and the information received by the group of experts in the meetings held with the different sectors, the programme establishes a procedure and mechanisms to guarantee monitoring and periodic review.

In this sense, the competences of each sector involved are established, with an important role for the Quality Assurance Office. The different actors that must participate in the procedure, the areas to be taken into consideration, and the analysis, studies and evaluation of the results of the procedure are guaranteed. At this point it should be noted that the monitoring covers all aspects of the programme, which means that broad, multi-sectoral results can be obtained which, if properly analyzed, can contribute significantly to good monitoring and, if necessary, to improving the quality and smooth running of the doctoral programme.

Therefore, we can summarize that the development and evaluation of the Doctoral Program in Law at Ilia State 9—-/*/**/9/*-University actively involve academic staff, invited lecturers, and employers. The Quality Assurance Service (QAS) conducts regular surveys among students, professors, alumni, and employers to gather program feedback. This data supports continuous monitoring and evaluation, with adjustments proposed as needed. The QAS and program heads work together to ensure the program meets accreditation standards, assesses learning outcomes, and addresses any identified issues. However, a review of documentation revealed an inaccuracy between target benchmarks and the courses used to measure learning outcomes, which the university confirmed.

The university's quality assurance process is thorough, engaging multiple stakeholders in both program development and evaluation. Regular surveys and feedback mechanisms keep the program aligned with academic and industry standards. Additionally, enhancing collaboration between program heads and the QAS could improve responsiveness to identified issues, leading to more effective program improvements. On-site interviews also confirm that doctoral students evaluate the scientific research component.

Evidences/Indicators
- Ilia State University Internal Quality Assurance Guidelines;
- Rules and Procedures for Developing, Approving, Amending, and Canceling Educational Programs at Ilia State University;
- Program Implementation Evaluation Policy;
- Reports of the focus groups of the adjacent program students and graduates
- Employer Focus Group Report
- Interviews

Recommendations:
N/A

Suggestions for the programme development
- To enhance the effectiveness of the Doctoral Program in Law at Ilia State University, it is suggested to foster closer collaboration between program heads and the Quality Assurance Service (QAS). This partnership can facilitate more timely identification and resolution of issues related to program quality and accreditation standards.

Evaluation
Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: Ilia State University

Name of Higher Education Programme, Level: Doctoral Program in Law. Ilia State University

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	☐	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:
Chair of Accreditation Expert Panel
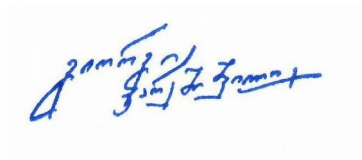**Jose Maria de Dios Marcer**

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