



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Governance and Administration in Education and Science (Joint), Level 8

LEPL - Ivane Javakhishvili Tbilisi State University

&

National and Kapodistrian University of Athens

Evaluation Date 17/12/2024

Report Submission Date 18/02/2025

Tbilisi

### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University Legal Entity of Public Law
Identification Code of Institution	204864548
Type of the Institution	University

Name of Institution Indicating its Organizational Legal Form	National and Kapodistrian University of Athens Legal Entity of Public Law
Identification Code of Institution	N/A
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organisation, Country)	Vangelis Tsiligiris, Nottingham Trent University, United Kingdom
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Ekaterine Pipia (field expert), International Black Sea University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Sopio Zhgenti (employer expert), British-Georgian Academy, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Nino Patariaia (educational expert), European University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Tamari Khutsishvili (student expert)

<sup>1</sup> 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)	განათლებისა და მეცნიერების მმართველობა და ადმინისტრირება (ერთობლივი)
Name of Higher Education Programme (in English)	Governance and Administration in Education and Science (Joint)
Level of Higher Education	Doctoral programme
Qualification to be Awarded <sup>2</sup>	PhD in Education Science
Name and Code of the Detailed Field	0111- Education Science
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	N/A
Language of Instruction	English
Number of ECTS credits	55
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)	N/A

<sup>2</sup> 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.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme<sup>4</sup>

The "International Doctoral Education Programme: Governance and Administration in Education and Science" is a collaborative initiative jointly offered by Ivane Javakhishvili Tbilisi State University (TSU) in Georgia and the National and Kapodistrian University of Athens (NKUA) in Greece. This PhD programme awards a degree in Education Science and is designed to enhance the research and practical competencies of professionals in education and science governance.

Structured over six semesters, the programme combines a teaching component (55 ECTS credits) with a robust scientific research component, including mandatory modules such as Advanced Research Methods, Global Research Innovations, and Leadership in Education. The programme also includes elective courses, summer and winter schools, and research assistantships, fostering a comprehensive and interdisciplinary academic experience.

The programme is conducted entirely in English and aims to bridge theory and practice, aligning research topics with societal needs. It equips graduates with critical analytical skills, problem-solving abilities, and a deep understanding of education and science administration, preparing them for leadership roles across various sectors, including academia, policy-making, and international organizations.

Admission requirements include a Master's degree with a thesis, relevant work experience, English proficiency, and a detailed research proposal. Students benefit from international networking opportunities, co-supervision from experts at both universities, and access to extensive academic resources. The programme integrates contemporary pedagogical methods like project-based learning, e-learning, and problem-solving approaches to ensure graduates are well-prepared to tackle global educational challenges.

The programme reflects TSU and NKUA's commitment to international collaboration, fostering innovation, and developing human capital. It aligns with Georgia's national strategy to enhance doctoral education and meets global academic standards through rigorous assessments and continuous improvement initiatives.

### ▪ Overview of the Accreditation Site Visit

The visit took place on Tuesday, 17<sup>th</sup> of December at Ivane Javakhishvili Tbilisi State University campus in Tbilisi, Georgia. The panel consisted of the five expert members, two representatives of NCEQE, and one interpreter.

During the visit the panel had the opportunity to meet and discuss with all stakeholder groups identified in the programme of the visit. Also, during the visit the panel was given a tour of the facilities and met with library staff who kindly provided additional information about access to learning resources related to the programme.

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<sup>4</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

The panel met with the following stakeholder groups: 1) University administration; 2) Self-assessment group; 3) head of the programme and academic staff; 4) employers; 5) students and alumni; and 6) quality service. All participants provided valuable input during a positive and constructive discussion.

The panel should highlight that the group of students and alumni students that was presented at the panel consisted of individuals that were employed by IJTSU. NCEQE representatives were not informed about this in advanced. IJTSU explained that this was because there were no other alumni available at the time. Based on the NCEQE guidelines, this should not have happened, and it would have been necessary for the institution to inform the visit team prior to the visit. The panel decided to proceed with the interviews being aware of the potential bias in the feedback/responses from the alumni.

The visit concluded with a brief feedback session where the panel provided a summary of the key points of strength and areas for improvement.

- **Brief Overview of Education Programme Compliance with the Standards**

The panel conducted the evaluation of the proposed programme using 1) NCEQE Accreditation Standards and 2) the European Approach for Quality Assurance of Joint Programmes.

The process of evaluation included the consideration of the publicly available information via the institution websites, evidence submitted by the two institutions as part of the accreditation process, the self-evaluation document, and the interview/discussion evidence from the site visit.

Each component of the standards was evaluated through a combination of evidence and was allocated to one member of the expert's panel, including the chair. The chair oversaw the entire process and summarised the evidence and expert observations.

***Educational programme objectives, learning outcomes and their compliance with the programme***

The curriculum's structure ensures logical progression, incorporating core and elective courses that align with the intended learning outcomes. Also, the programme objectives align with international benchmarks (e.g. Salzburg Principles). Rigorous evaluation mechanisms track and improve these outcomes, supported by faculty expertise and robust resources. Fully compliant with criteria 1.1–1.3 regarding alignment with the mission, local/international needs, and stakeholder engagement.

***Methodology and organization of teaching, adequacy of evaluation of programme mastering***

Teaching methodologies are student-centered, employing project-based learning, independent research, and digital tools to cater to diverse needs and enhance accessibility. Admission requirements emphasize academic excellence and professional experience, ensuring candidates are well-prepared for doctoral-level research. Evaluation systems are transparent and meet legal standards, with structured feedback mechanisms fostering continuous improvement. Fully compliant under standards 2.1–2.4, particularly in linking evaluation methods to intended learning outcomes and ensuring flexibility for international students.

***Student achievement and individual work with them***

The programme ensures personalised academic support through supervisor consultations and student participation in local/international projects. Seasonal schools and research projects foster collaborative learning and global exposure. Complies with standards 3.1–3.2, ensuring appropriate student support, integration, and career development opportunities.

### ***Providing teaching resources***

The programme is supported by qualified academic and administrative staff, with a favourable supervisor-to-student ratio enhancing personalized guidance. Comprehensive professional development opportunities and access to international networks strengthen the academic environment. Material resources, including library access, technology, and digital databases, adequately support students and align with programme goals. Financial sustainability is ensured through strategic budget planning, with contributions from governmental and institutional sources. Fully compliant as per standards 4.1–4.5, demonstrating adequate material, financial, and human resources.

### ***Teaching quality enhancement opportunities***

Internal and external quality assurance mechanisms, periodic reviews, and stakeholder involvement in monitoring and development processes ensure ongoing compliance with evolving educational needs and global standards. The programme successfully integrates international collaboration and cross-disciplinary approaches, preparing graduates for leadership roles in education and science governance. Fully compliant under standards 5.1–5.3, ensuring continuous alignment with evolving academic standards and labour market needs.

## **▪ Recommendations**

1. 2.1. It is recommended that, as part of the admission procedure, the research proposal and statement of purpose evaluation criteria be designed and clearly documented, ensuring transparency in the assessment of candidates' research capacities and alignment with programme objectives.

## **Suggestions for Programme Development**

The panel identified certain aspects that warrant attention and improvement. However, as these do not indicate a significant deficiency in meeting the evaluation criteria, the panel categorized them as 'suggestions' rather than formal recommendations.

1. Review and refine budget allocations to ensure all items, including mobility costs, are accounted for accurately; (4.4)
2. The structure, sequence and study pattern are slightly unclear to a prospective student. Provide more details about the student journey to prospective students, ensuring clarity and accessibility of the programme roadmap; (1.4)
3. It is suggested that the English language proficiency requirements be standardized across all programme documentation; (2.1)

4. It is suggested the English language requirements in the admission preconditions include additional international certification options, such as Cambridge Exams CAE or others, along with clear specifications regarding the validity period of language certificates and previous English-medium studies. (2.1)
5. It is suggested to provide a list of potential supervisors with their contact info to facilitate the matching process between students and supervisors in the joint programme. (2.1)
6. It would be useful to consider more detail on how the programme addresses the diversity of student backgrounds and learning styles within different modules. (1.5)
7. While the programme integrates international elements, providing more tailored support for international students (e.g., cultural orientations, language support) could enhance their experience. (1.5)
8. Consider offering electives that explore emerging areas such as AI in education, interdisciplinary governance, and innovative funding models in research. This would enhance the programme's adaptability to future trends. (1.5)
9. While staff are highly competent, additional training in emerging fields (e.g., digital pedagogy or interdisciplinary research) could further enhance their effectiveness. (4.1)
10. Strengthening collaborations with industry and international organizations may provide staff with additional resources and networks to enrich the programme. (4.1)

▪ **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**

The programme represents an innovative and timely form of transnational education collaboration. Specifically, it is founded on the strategic alignment between the two institutions and is designed to leverage each partner's expertise, market access, and overall resources. This programme can serve as a blueprint for transnational education in research within the European Higher Education Area (EHEA).

▪ **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The panel was made aware of the argumentative position of the HEI and is convinced that the recommendation noted in the report will be addressed in a timely and appropriate manner.

▪ **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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<sup>5</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

### III. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the 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

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.

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

Reflecting on the evidence provided during the visit and confirm the content of the self-evaluation report, the programme objectives are consistent with the mission and strategic objectives of both institutions. This strategic alignment was something that it was identified as being one of the key strengths of collaboration between the two institutions. The objectives are publicly accessible and shared with all key stakeholder groups, including prospective students.

The programme's objectives are clearly defined and align with both national and international standards for doctoral education. The objectives also reflect the needs of the labour market and society.

The programme's objectives are in accordance with the "Unified National Strategy of Education and Science of Georgia 2022-2030" which emphasizes international doctoral programs and collaboration with European partners. The programme's objectives aim to enhance research competence and develop leaders in education and research governance. The objectives also focus on fostering intellectual growth, enhancing research quality, and engaging students in the international scientific community. Also, the programme objectives align with the broader developments in the field of international education leadership as this is justified in the documentation provided.

#### Evidence/Indicators

- Salzburg principles and Salzburg forward; EUA-CDE vision paper on research assessment.
- Mission of TSU
- Self-evaluation report
- Reference letters
- Description of the programme; programme syllabi.
- Resolution N79/2018 of TSU Academic Council of February 26, 2018 "On approval of the mission of Ivane Javakhishvili Tbilisi State University"<sup>3</sup>, and Resolution of TSU Academic Council No. 91/2018, 19.03.20184.



**Recommendations:**

- N/A

**Suggestions for the Programme Development**

- N/A

**Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Programme Learning Outcomes**

➤ The learning outcomes of the programme are logically related to the programme 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 programme.

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

The evaluation of the programme's learning outcomes demonstrates comprehensive alignment with established criteria and standards. The learning outcomes show strong coherence with programme aims and thoroughly cover knowledge, skills, autonomy, and responsibility domains, with graduates developing a profound understanding of principles and theories in education and science administration, along with critical analysis capabilities and research independence. The seven learning outcomes are realistic, measurable, and achievable. The programme has implemented a structured evaluation plan with specific monitoring tools and established benchmarks, reflecting careful attention to measurability and achievement tracking. The learning outcomes reflect appropriate sophistication for higher education through complex skill development and advanced research capabilities while maintaining clear alignment with the European Higher Education Area (FQ-EHEA) and National Qualifications Frameworks, evidenced through the integration of field-specific competencies and professional standards. The programme effectively addresses career development through transferable skills and real-world applications, preparing graduates for both professional practice and further academic pursuits. The incorporation of contemporary challenges and professional ethics demonstrates strong field awareness and labour market responsiveness.

The interview findings demonstrated a robust collaborative approach to developing program learning outcomes. Multiple stakeholder groups actively participated in the process. The curriculum development team implemented an effective communication strategy to share the finalized learning outcomes.

**Evidence/Indicators**

- The educational programme and syllabi;

- o Self-evaluation report;
- o Interview Results.

#### Recommendations

- o N/A

#### Suggestions

- o N/A

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 analysing 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

As this particular program is joint program and Joint Degree is awarded by LEPL Ivane Javakhishvili Tbilisi State University (TSU), Georgia and LEPL National and Kapodistrian University of Athens (NKUA), Greece, it would be underlined that in both institutions learning outcomes of both teaching and research activities are assessed in a consistent and transparent way. These evaluations happen regularly and are scheduled based on the unique features of each academic field. This ensures that the assessments are both relevant and timely, reflecting the changing needs of different disciplines.

The system for evaluating learning outcomes is tailored to the specific characteristics of the field of study and the level of education (e.g., undergraduate or graduate). Various methods are used to assess these outcomes, including:

- **Direct methods** like tests, assignments, and research projects.
- **Indirect methods** like surveys and feedback from stakeholders.

These approaches provide a complete picture of how well students are achieving the learning goals of the programme.

External stakeholders play an important role in making sure the programme is relevant. These stakeholders include:

- **Employers:** They offer insights into how well the programme prepares students with the skills and knowledge needed in practice.
- **Alumni:** They share feedback based on their experiences and how useful their education has been in their careers.
- **Professional associations:** They help align the programme with current industry and academic standards.

This collaboration strengthens the assessment process and ensures the programme meets the expectations of employers and professional fields.

Each learning outcome is supported by clear benchmarks that define the expected level of achievement. The evaluation process involves:

- Monitoring how students perform.
- Comparing results to the benchmarks.

This helps identify gaps early and highlight areas for improvement.

Faculty members, visiting lecturers, and other staff involved in the programme are trained to evaluate learning outcomes effectively. The institution also ensures that students, staff, and external stakeholders are informed about the results of the evaluations. Sharing this information openly builds trust and encourages collaboration to improve the programme.

The findings from learning outcomes assessments are used to:

- Update and revise the programme content.
- Adjust learning outcomes to reflect changing needs.
- Improve the assessment process.
- Enhance teaching methods and resources.

This continuous review process ensures the programme stays relevant and maintains high quality in a changing educational and professional environment.

By meeting these requirements, the programme aligns with quality assurance standards, satisfies stakeholders, and helps graduates succeed academically and professionally.

#### **Evidences/Indicators**

- Presented programme
- Labor market research
- Self-evaluation report
- Analysis of survey results of academic and visiting staff
- Academic and administrative staff satisfaction survey analysis
- Analysis of student survey results
- Analysis of the results of the survey of graduates
- Analysis of the results of the survey of employers
- Interview results

#### **Recommendations:**

- N/A

#### **Suggestions for the Programme Development**

- N/A

## Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 programme is jointly designed following the established methodologies for educational programme development at both institutions, ensuring alignment with both TSU's and the National and Kapodistrian University of Athens (NKUA)'s standards. In summary, the PhD programme's design, content, and structure are logically interconnected and aligned with its stated learning outcomes. The programme integrates theory and practice, prepares students for diverse roles, and incorporates international standards and perspectives. The programme is designed to foster the skills needed for research and administration in education and science.

Also in accordance with the European Approach for Quality Assurance of Joint Programmes (ESG 1.2), the programme structure and content are suitable to enable students achieve the learning outcomes. More specifically, the programme is structured to scaffold the knowledge of students in the key subject areas and develop their research skills. Also the programme explicitly aligns with the Salzburg Principles, Salzburg II Recommendations, and the vision paper of EUA-CDE on doctoral education.

#### Evidences/Indicators

- The curriculum is structured with core courses and specialized modules, with a clear progression toward achieving programme learning outcomes<sup>56</sup>. For example, modules such as "Introduction to Advanced Research Methods" (TC1), "Advanced Research Methodology and Tools" (TC2 and TC3), and "Leadership and Administration" (TC4) are sequenced logically to build research competence.

- The programme is designed to bridge theory and practice<sup>4</sup>. For instance, the curriculum includes opportunities for students to engage with research centers and experienced professors, thus aligning research topics with societal needs.
- The programme incorporates interdisciplinary approaches by covering a range of topics from research methods to policy and administration in education
- The programme aims to develop graduates who can address complex issues in education and science administration. The learning outcomes include skills such as "critical analysis, assessment, and synthesis of new and complex ideas" (PLO3), which are aligned with the programme's goal of preparing leaders and researchers.

#### Recommendations:

- N/A

#### Suggestions for the programme development

- The structure, sequence and study pattern are slightly unclear to a prospective student. Provide more details about the student journey to prospective students, ensuring clarity and accessibility of the programme roadmap.

#### Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

The programme's design ensures that the content of each academic module, the allocated credits, and the chosen study materials directly contribute to the achievement of course-specific and programme-wide learning outcomes. Its modular structure provides a clear progression from foundational knowledge to advanced skills mastery, supported by robust international collaboration and access to diverse academic resources. Evidence from the self-evaluation report, curriculum documents, and stakeholder interviews confirms the programme's relevance, coherence, and potential for continuous improvement, while also highlighting areas for enhancement to further align with global best practices and emerging trends in education and governance.

Each module is designed to achieve specific learning outcomes linked to the broader programme goals. For instance, the courses emphasize the development of research methodologies, critical thinking, and practical application, as evidenced in the curriculum map. The learning outcomes of the modules align logically with the programme's overarching objectives, such as fostering innovation, ethical research, and global perspectives.

Each module is allocated 5 ECTS, corresponding to 125 hours of student engagement, including contact hours, preparatory work, and independent learning. This allocation ensures appropriate depth and focus for achieving module-specific outcomes

The programme includes current and relevant academic resources, such as seminal texts in research methodology and governance (e.g., Creswell's Research Design and Greenwood's Action Research), supplemented by access to electronic library databases.

**Contribution to Overall Programme Outcomes:**

The programme ensures vertical integration of learning, where foundational courses such as Introduction to Advanced Research Methods introduce concepts, while advanced modules such as Education for Sustainable Development and Doctorate Seminar reinforce and master these concepts. This is clearly mapped in the curriculumprogramme outline Annex\_3\_Cluster\_Accredi....

**International and Collaborative Approach:**

With its joint delivery between TSU and NKUA, the programme incorporates international collaboration, cross-cultural engagement, and exposure to diverse educational paradigms. This is reflected in joint workshops, co-supervision models, and international seasonal schools

### **Evidences/Indicators**

The programme's compliance is supported by:

- Self-Evaluation Report (SER): Detailed alignment of course-level outcomes with programme-wide objectives
- Curriculum Maps and Syllabi: These documents highlight the logical progression of content and outcomes, demonstrating the intentional design to achieve learning goals
- Resource Accessibility: Evidence of current and comprehensive resources, including library databases and international teaching materialsprogramme outline
- Feedback Mechanisms: Tools for assessing programme learning outcomes and improving teaching methods based on periodic reviews
- Interview Insights: Stakeholder interviews affirm alignment between course outcomes and employer needs, highlighting the relevance of the programme

### **Recommendations:**

- N/A

### **Suggestions for the programme development**

- It would be useful to consider more detail on how the programme addresses the diversity of student backgrounds and learning styles within different modules.

- While the programme integrates international elements, providing more tailored support for international students (e.g., cultural orientations, language support) could enhance their experience.
- Consider offering electives that explore emerging areas such as AI in education, interdisciplinary governance, and innovative funding models in research. This would enhance the programme's adaptability to future trends.

### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	<b>x</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 2. Methodology and Organisation of Teaching, Adequacy 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.

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### 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.

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

The admission preconditions for the joint doctoral programme in Education Science demonstrate a well-structured approach that effectively balances academic excellence with professional experience in education. The requirements clearly align with the programme's core objective of targeting education professionals, including teachers, executives, and decision-makers, while ensuring candidates possess both strong academic foundations through a Master's degree requirement and practical experience via the three-year minimum work experience in education-related fields. The transparency and accessibility of these requirements are evident in their clear articulation, with specific documentation requirements and word limits for research proposals and statements of purpose. The programme maintains strong academic standards through its fundamental requirements, including a Master's degree with a thesis and a minimum of 10 ECTS in research and pedagogy, ensuring candidates enter with basic research competency. The admission process, overseen by a doctoral commission, follows standard academic practices while maintaining consistency with legislative requirements.

The evidence demonstrates strong alignment with the evaluation criteria through a well-structured approach to student body planning and admission implementation. The doctoral commission provides institutional oversight that ensures both proper planning methodology and consistent admission practices, while the dual focus on academic excellence and professional experience in the prerequisites shows careful consideration of programme specificity in the planning process. The alignment with legislative requirements and use of standard academic practices further indicates that the institution has established appropriate mechanisms for resource planning and administrative management.

The prerequisites demonstrate a logical connection to the programme's content, particularly through the dual emphasis on academic excellence and professional experience. The C1-level English proficiency requirement ensures students can effectively participate in an English-taught programme, while the research proposal requirement serves as an important indicator of candidates' readiness for doctoral-level research. There is a discrepancy in the English language proficiency requirements between the general PhD programme trajectory (IELTS 6.5 with sub-scores no less than 6.0) and the specific programme admission criteria (IELTS 7.0), which may create confusion for prospective applicants. It is suggested that the English language proficiency requirements be standardized across all programme documentation. The English language requirements could also benefit from expansion to include additional international certification options, such as Cambridge Exams CAE or others, along with clear specifications regarding the validity period of language certificates and criteria for exemptions based on previous English-medium studies.



The research proposal component, while well-conceived in terms of length requirements, needs more detailed assessment criteria to guide PhD applicants. Similarly, the statement of purpose is needed to create clear evaluation rubrics to ensure consistent assessment of candidates' motivations and goals. It is recommended that, as part of the admission procedure, the research proposal and statement of purpose evaluation criteria be designed and clearly documented, ensuring transparency in the assessment of candidates' research capacities and alignment with programme objectives.

The documentation and process requirements reveal a joint programme structure through the requirement for two potential supervisors from different universities, though this aspect could be more explicitly explained. It is suggested to provide a list of potential supervisors with their contact info to facilitate the matching process between students and supervisors in the joint programme. This straightforward addition would help students efficiently identify and reach out to potential supervisors across participating universities.

### **Evidence/Indicators**

- o The educational programme;
- o Self-evaluation report;
- o Student Body Planning Methodology;
- o Regulatory Documents;
- o University Website;
- o Interview Results.

### **Recommendations:**

- o It is recommended that, as part of the admission procedure, the research proposal and statement of purpose evaluation criteria be designed and clearly documented, ensuring transparency in the assessment of candidates' research capacities and alignment with programme objectives.

### **Suggestions for the programme development**

- o It is suggested that the English language proficiency requirements be standardized across all programme documentation.
- o It is suggested the English language requirements in the admission preconditions include additional international certification options, such as Cambridge Exams CAE or others, along with clear specifications regarding the validity period of language certificates and previous English-medium studies.
- o It is suggested to provide a list of potential supervisors with their contact info to facilitate the matching process between students and supervisors in the joint programme.

### **Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

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

The PhD programme demonstrates significant strengths in developing students' practical skills and research capabilities through its research-based learning approach. The careful review of the syllabi demonstrates the students' active engagement in projects addressing real societal needs, effectively connecting theoretical knowledge with practical applications while developing critical thinking, problem-solving, and analytical skills. The programme's structure successfully aligns practical components with learning outcomes through integrated project-based learning and international collaboration opportunities, as exemplified by the 2024 Doctoral Summer School. The supervision aspect is particularly robust, with qualified lecturers and professors who possess extensive experience from scientific grant projects providing comprehensive guidance on research topics and methodologies.

The PhD programme's effectiveness is significantly enhanced through TSU's extensive international network of partnerships and memberships in prestigious academic associations. These institutional relationships provide robust frameworks for achieving the programme's learning outcomes while ensuring practical experience and research opportunities for students.

TSU's membership in the European University Association (EUA) particularly strengthens the programme's ability to respond to evolving European educational standards and policy developments. This connection enables the programme to maintain alignment with contemporary European academic practices while providing students access to broader European research networks and methodological frameworks.

The university's participation in the Black Sea Universities Network (BSUN), comprising over 100 universities from 12 member countries, creates valuable opportunities for regional collaboration and practical research experience. This network specifically supports the achievement of programme learning outcomes related to international collaboration and cross-cultural research competencies, allowing students to engage in regional projects that address shared challenges across the Black Sea region.

The programme's commitment to international standards is further reinforced through TSU's long-standing membership in the International Association of Universities (IAU) since 1975. This UNESCO-based association provides frameworks for implementing international best practices in higher education, directly supporting the programme's learning outcomes related to research excellence and global academic standards. The IAU's principles of academic freedom and pursuit of knowledge align perfectly with the programme's emphasis on developing independent research capabilities and critical thinking skills.

The university's membership in the Magna Charta Observatory demonstrates its commitment to fundamental university values and rights, which underpins the programme's focus on ethical research practices and academic integrity. This alignment ensures that students develop not only technical research skills but also a strong foundation in research ethics and professional conduct.

The University has local and international memoranda with a great number of universities. The international and local partnerships facilitated through these networks are formalized through specific agreements (number of students, objectives and duration) and memoranda of understanding. These formal agreements ensure that international experiences are not merely supplementary activities but are integral components of the programme that directly contribute to achieving learning outcomes.

#### **Evidence/Indicators**

- The educational programme and syllabi;
- Self-evaluation report;
- Documents indicating collaboration at local and international levels
- University Website;
- Interview Results.

#### **Recommendations**

- N/A

#### **Suggestions**

- N/A

#### **Evaluation**

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **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.

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

The PhD programme demonstrates a comprehensive and well-structured approach to teaching and learning methods that effectively align with doctoral-level education requirements. The programme successfully implements student-centered approaches that combine traditional academic rigor with modern educational technologies. At its core, the programme utilizes independent and explanatory reading for advanced academic literature engagement, complemented by guided discussions with professor feedback for complex theoretical understanding. The teaching methods actively promote student engagement through multiple channels, including group work activities that facilitate peer-to-peer learning, professional practice opportunities for practical application of theoretical concepts, and project-based learning that encourages collaborative research and teamwork. Critical and analytical skills development is emphasized through systematic approaches to analysis, synthesis, induction, and deduction, supported by problem-based learning and case study analyses.

The programme demonstrates notable flexibility in addressing individual student needs through its e-learning platforms, which allow for self-paced learning and accommodate students with international commitments or professional responsibilities. Digital resources and online discussion forums enable personalized access to materials and flexible engagement, while adaptable project work caters to diverse research interests. The implementation of electronic learning tools is particularly effective, with digital platforms facilitating resource sharing and collaboration without compromising educational objectives. Online discussions maintain interactive learning in virtual settings, while virtual collaboration tools enable remote group work effectively. The programme's e-learning components are well-integrated and appropriate for doctoral-level education, maintaining academic rigor while enhancing accessibility. The student interviews revealed that they have encountered and utilized individualized study plans. This insight highlights that students are already familiar with personalized learning approaches, which are flexible and envisage the individual needs of students

The programme successfully balances the needs for rigorous academic standards with accessibility and student support, particularly through its effective implementation of e-learning components, creating a comprehensive and engaging learning environment that promotes both theoretical understanding and practical application of knowledge.

#### **Evidence/Indicators**

- The educational programme and syllabi;
- Self-evaluation report;
- Interview Results.

#### **Recommendations**

- N/A

#### **Suggestions for the programme development**

- N/A

#### **Evaluation**

Component		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3.	Teaching and learning methods	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

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

Based on the documents and interviews conducted during the visit revealed that students at Tbilisi State University are assessed by established procedures. These rules, which are fair, consider the principles of transparency and reliability. Additionally, the course evaluation system is based on Georgian existing legislation.

The syllabi were examined, and it was found that each syllabus's evaluation criteria and rubric are detailed and comply with the standards. Furthermore, the teaching logic is maintained in each case. Specifically, the assessment is focused on attaining learning outcomes that align with the objectives of the specific teaching course.

Interviews with students and graduates have revealed that the evaluation system and criteria is clear, transparent, and fair to students. As confirmed by the interviews, this transparency fosters confidence in the students and graduates. Additionally, it was discovered that they receive feedback on the learning outcomes of the courses, as well as on their strengths and areas for improvement. During the evaluation process, the university employs mechanisms for academic and research ethics, academic integrity, and plagiarism prevention, detection, and response. It should be also noted, that the programme provides periodic formative assessment of the doctoral student's progress by scientific supervisor. The academic style requirements for the dissertation are communicated to students in advance and are taken into account during the evaluation process. At the end, the dissertation assessment includes the participation of external evaluator. The dissertation thesis defence takes place in accordance with the established evaluation and defence procedures, with the involvement of the defence commission. The dissertation thesis defence is conducted as a public event.

It is important to note that TSU has a fair assessment appeal procedure. It is clear from the interviews that the students are informed about the procedure. The appeal process may include a review of the evaluation results and a decision made by another evaluator. The provided information was verified with the academic and visiting staff, whose answers coincided with the regulations written by the university. As revealed during the interview with the quality assurance service and verified by further documentation, TSU conducts the analysis of assessment results, which is based on the analysis of academic performance, and uses it for further improvement of the teaching process.

### Evidences/Indicators

- Evaluation system regulatory document;

- Evaluation components, and methods presented in syllabi enclosed with the educational programme;
- The procedure for appealing evaluation results;
- Website;
- SER;
- Interviews.

**Recommendations:**

- N/A

**Suggestions for the programme development**

- N/A

**Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance with the programme standards**

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<b>x</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

### 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.

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#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

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

Based on the self-evaluation report of the educational programme submitted for the purpose of accreditation, other documents and information obtained as a result of accreditation visit, it is confirmed that students receive support related to the planning of the educational process, improvement of academic achievements, employment counselling and career development.

Within the framework of student services, all interested people are provided with detailed information, both academically and in the direction of the necessary issues surrounding student life activities. Students are provided with information about local and international projects and other activities.

TSU has good relationship with employers, through which students are provided with comprehensive information about the challenges and opportunities in the labour market, so that, if desired, employment of students will be promoted. The students receive also information about employment opportunities and vacancies via the university email.

The students have a learning portal, where they receive important notifications, download study materials, write an application and communicate with lecturers. It should be noted that the portal is in both languages provided – Georgian and English.

All TSU staff and the faculty members from the partner university are involved in advising students on the learning process as well as in various activities planned in the framework of the programme.

#### Evidences/Indicators

- SER;
- Interviews results;
- Planned and implemented consulting services;
- Information of student involvement in local and international activities;

- University Website;

**Recommendations:**

- N/A

**Suggestions for Programme Development**

- N/A

**Evaluation**

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

Based on the self-evaluation report presented by the Tbilisi State University, the attached documentation and the information received during the site visit, it should be noted that the persons, involved in the management of the PhD thesis, have relevant academic and scientific experience.

Based on interviews with students and academic staff, it is determined that students receive appropriate counselling from their supervisors on all issues relevant to them. Meetings between the PhD student and the thesis supervisor are generally held weekly, however, as students note, additional consultations may be scheduled as needed. The frequency of the consultations is relevant to the specificity of the programme and research topic.

TSU has developed a methodology for determining the ratio of supervisors of PhD thesis and PhD students in the doctoral programme, which ensures effective guidance. The programme is set to welcome 10 students, supported by a dedicated team of 16 supervisors. This structure ensures an exceptional supervisor-to-student ratio of 1:3, providing students with personalized guidance and fostering an environment conducive to academic and professional growth.



TSU has developed mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of doctoral theses, which ensure the effective implementation and development of the supervision/ co-supervision process.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	16
Number of master's/doctoral students	10
Ratio	1:3

#### Evidences/Indicators

- The self-evaluation report;
- Interviews with students and alumni;
- Interview with supervisors;
- Interview with Quality Assurance Service;
- Quality evaluation mechanism.

#### Recommendations:

- N/A

#### Suggestions for the programme development

- N/A

#### Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	x
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 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

- 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.
- 

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

### 1. Qualifications and Competence of Academic Staff

The programme includes 16 academic staff members, 8 from each partner institution, with diverse qualifications aligned with the programme's objectives. The majority hold doctoral degrees, and several have extensive teaching and research experience in areas such as Advanced Research Methodology, Leadership in Education, and Education for Sustainable Development. This ensures that staff members possess the subject-specific knowledge and pedagogical skills necessary to guide doctoral candidates effectively.

Evidence from CVs and professional activities demonstrates staff involvement in international research projects, scientific conferences, and publications in high-impact journals, indicating their active engagement in advancing knowledge in the relevant fields. The team's expertise is well-suited to address the current needs of the programme. However, given the dynamic nature of higher education and the increasing influence of advanced digital technologies, it is recommended that the programme team pursue targeted staff development initiatives. This would ensure they remain prepared to support future programme updates and innovations.

Additionally, as higher education policy and practice are increasingly shaped by practitioner networks, internationalisation, and global engagement, the programme team could benefit from enhanced opportunities to leverage connections with international organisations and relevant national and international practitioner networks. Strengthening these links would further enhance the integration of practical knowledge, global perspectives, and cross-border collaboration within the programme delivery.

### 2. Workload and Sustainability

The workload of the academic and invited staff is balanced and regulated, ensuring the sustainable running of the educational process. The programme complies with TSU and NKUA's established guidelines for workload allocation, which include a combination of teaching, research, and administrative responsibilities. The manageable workload allows staff to contribute effectively to the programme while maintaining their scholarly and professional development activities.

This structured approach supports the programme's long-term sustainability by preventing burnout and ensuring continuous engagement of qualified personnel.

### 3. Programme Leadership

The programme is led by Assoc. Prof. Rusudan Sanadze (TSU) and Prof. Apostolia Galani (NKUA), both of whom have significant academic and administrative experience. The leadership team's expertise spans curriculum design, international collaboration, and doctoral programme management, which are critical for maintaining high academic standards and fostering a collaborative learning environment.

Both heads are actively involved in programme implementation, including teaching and supervision. Their participation in research and capacity-building initiatives further enhances the programme's quality.

### 4. Administrative and Support Staff

Students benefit from an adequate number of administrative and support staff, who play a crucial role in facilitating the smooth functioning of the programme. Support staff assist with academic advising, research coordination, and access to resources such as libraries, research databases, and international mobility opportunities.

TSU and NKUA have well-established quality assurance mechanisms that involve administrative staff in programme evaluation and improvement processes. This ensures that students receive the necessary support to achieve their academic and professional goals.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>6</sup>	Including the staff holding PhD degree in the sectoral direction <sup>7</sup>	Among them, the affiliated staff
Total number of academic staff	16	16	16	
- Professor	4	4	4	0
- Associate Professor	9	9	9	6
- Assistant-Professor	1	1	1	0
- Assistant				
Visiting Staff	2	1	2	—
Scientific Staff				—

<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

### Evidences/Indicators

- Self-evaluation report
- List of staff
- CVs
- Interviews

### Recommendations:

- N/A

### Suggestions for Programme Development

- **Expand Staff Development Opportunities:** While staff are highly competent, additional training in emerging fields (e.g., digital pedagogy or interdisciplinary research) could further enhance their effectiveness.
- **Increase Research Collaboration:** Strengthening collaborations with industry and international organizations may provide staff with additional resources and networks to enrich the programme.

### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

The academic and invited staff involved in the programme are highly qualified with relevant academic degrees and substantial research experience. Of the 16 staff members implementing the programme, the majority hold doctoral degrees, including Professors, Associate Professors, and Assistant Professors. Supervisors have expertise in core research areas such as Advanced Research Methodology, Leadership in Education, and Education for Sustainable Development, ensuring alignment with the programme's goals.

Several staff members are actively involved in international research collaborations and projects, as evidenced by their participation in scientific conferences, grant-funded research, and co-supervised research projects between TSU and NKUA. This enhances the programme's capacity to offer high-quality supervision.

**Co-Supervision Model:** The programme employs a co-supervision model where doctoral candidates are supported by faculty from both TSU and NKUA. This collaboration enriches the supervision process by incorporating diverse perspectives and expertise. It also fosters an interdisciplinary research environment, promoting high standards of academic rigor and innovation.

**Ratio of Supervisors to Students:** The programme maintains an adequate supervisor-to-student ratio, enabling personalized attention and regular interaction. Supervisors are selected based on their alignment with the student's research interests, ensuring that each candidate receives tailored guidance throughout their doctoral journey. This ratio is supported by the manageable workload regulations for faculty at both TSU and NKUA.

**Professional Development and Monitoring:** Both institutions prioritize the professional development of their supervisors. Training sessions on doctoral supervision methods have been organized, including international workshops led by experts in the field. Supervisors' performance is regularly evaluated, and feedback is utilized to improve the quality of supervision. Additionally, supervisors submit periodic reports on student progress, ensuring consistent monitoring and accountability.

**Research Support and Infrastructure:** Doctoral candidates are provided with access to resources such as libraries, academic journals, and international research networks. Supervisors facilitate student participation in research conferences, workshops, and seasonal schools, broadening their academic exposure and enhancing their research capabilities. These activities align with the programme's focus on fostering innovative and impactful research.

It is not clear in the documentation if there are additional members of staff that will act as supervisors. However, based on the information provided and the interviews during the visit, it is assumed that all academic staff listed in 4.1 will undertake supervision. Hence the table is completed below.

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	16		
- Professor	4		0
- Associate Professor	9		6
- Assistant-Professor	1		0
Visiting personnel	2		—
Scientific Staff			—

#### Evidences/Indicators

- Self-evaluation report
- List of staff
- CVs
- Interviews

#### Recommendations:

- N/A

#### Suggestions for the programme development

- N/A

## Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

Tbilisi State University conducts surveys for staff and students each term for each module in order to evaluate the quality of the International Doctoral Education Programme: Governance and Administration in Education and Science. The survey results are analysed by the academic council, based on which necessary changes are implemented in the programme. Moreover, departmental meetings are held each month, during which the ongoing success of the programme is discussed, and decisions are made about further improvements to ensure the programme remains relevant and effective. These meetings involve key stakeholders, including faculty members and administrative staff, to provide a comprehensive perspective on the programme's strengths and areas for development. Feedback from the surveys and meetings is used to update the curriculum, enhance teaching methodologies, and refine administrative processes, ensuring alignment with international standards and the needs of students and faculty. The development of the syllabi is a collaborative process, with each syllabus being thoroughly reviewed and discussed within departments. Faculty members work together, sharing their experiences and providing constructive feedback to identify areas for improvement, ensuring that the syllabi remain dynamic, relevant, and reflective of best practices.

The evaluation of the academic, scientific and invited staff is being conducted regularly by the Quality Assurance services. Evaluation is based on student surveys, academic progress of the students, as well as self-evaluation. Staff are being evaluated in two main components: scientific and teaching.

Scientific component includes: publications, participation in international conferences, continuous professional development. The evaluation process is designed to be transparent and fair. Regular feedback sessions are held to communicate evaluation outcomes, allowing staff to address any identified gaps and improve their performance.

The analysis of these results serves as the baseline for offering staff promotions, demotions as well as financial incentives, such as funding for publications and participation in international and local conferences. In addition, staff members participate in regular surveys aimed at identifying their needs, based on which the administration allocates professional development courses to enhance or improve their teaching, academic, or other skills. For example, various workshops have been conducted on topics such as computer skills, supervising students, and supporting students' mental health, among others. When the specified criteria are not met, staff members receive constructive feedback, encouraging them to reflect and take appropriate action. For example, if a staff member is unable to fulfil their teaching hours during the spring semester, they may compensate by teaching additional hours in the following term.

In summary, Tbilisi State University has got a well-structured and comprehensive system in place for evaluating and improving its International Doctoral Education Programme: Governance and Administration in Education and Science. Through regular surveys, departmental meetings, and transparent evaluation processes, the university ensures the programme remains dynamic, relevant, and aligned with international standards.

The focus on both the scientific and teaching components of staff evaluation fosters a balanced approach to professional development, encouraging excellence in research while maintaining high-quality teaching practices. By addressing staff needs through targeted professional development opportunities and incentivizing outstanding performance, the university demonstrates its commitment to creating a supportive and progressive academic environment. These efforts collectively contribute to mission of fostering innovation, advancing knowledge, and preparing students and staff to excel in a competitive global landscape.

A wide range of activities is conducted annually to support the professional development of academic staff, including programme heads, academic personnel, invited professors, supervisors, and doctoral students. These initiatives include scholarships and research projects, such as those provided through Erasmus+, Erasmus Mundus, Marie Curie, Mevlana Exchange Programme etc. Moreover, students with varying language competencies can participate in exchange programmes specifically tailored for them. For example, there are German-speaking, Italian-speaking, French-speaking exchange programmes etc. Additionally, there is close collaboration with the Shota Rustaveli National Science Foundation. Joint seminars and co-funded collaborative projects further enhance these development opportunities.

Doctoral students are also financially supported for their publications and participation in conferences. The quality of the published articles and conference presentations is ensured through rigorous criteria; for example, journals must be peer-reviewed and widely recognized, guaranteeing the high standards of research conducted by both staff and doctoral students.

In addition, workshops are organized for students and academic staff, tailored to meet their specific needs. These workshops (for students) cover essential topics such as how to publish academic articles and obtain ethical approval, equipping participants with the necessary skills and knowledge to excel in their academic and professional pursuits.

Since the university is a member of various prestigious networks, such as the European University Association, the Black Sea Universities Network, and the Agence Universitaire de la Francophonie, as well as benefiting from connections through Kapodistrian University of Athens, doctoral students have access to valuable professional associations and networks. These connections enable students to collaborate internationally, develop their research, and enhance their future career prospects by engaging with leading experts and institutions in their respective fields.

#### Evidence/Indicators

- Interview results
- Staff and student surveys
- Decree about staff evaluation
- Staff personal records
- Regulations of the Educational Program and Appendices

#### Recommendations:

- N/A

#### Suggestions for the programme development

- N/A

#### Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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 is committed to providing doctoral students with the necessary resources and facilities to support and enhance their academic pursuits. Dedicated spaces within departments and the library are allocated specifically for doctoral students, offering a conducive environment for focused study



and research. These spaces are equipped with access to essential printed and digital resources, enabling students to conduct their work effectively and efficiently.

Moreover, the university ensures that students have access to modern technology, such as iPads when needed. The university library is a hub of academic resources, offering an extensive collection of digital and printed materials, including contemporary literature, journals, and up-to-date periodicals in the field of education. Through collaborations with platforms like JSTOR, Elsevier, and other academic resource providers, students gain access to an array of high-quality research materials. Availability of these resources help students to stay up to date and engage with the latest developments and advancements in their fields of study. By having access to cutting-edge research and scholarly publications, students are empowered to produce innovative and impactful work that contributes to the academic community. Workshops and tutorials on utilizing reference management software tools are conducted, ensuring students can maximize their potential.

Additionally, doctoral students benefit from access to online libraries of partner institutions, such as Magdeburg University and the Kapodistrian University of Athens. All mandatory literature is readily available, and students who require optional reading materials such as digital books or resources not currently in the library's collection can request their purchase.

To keep students informed, the university regularly sends information about resource availability through email notifications and a designated student portal. This comprehensive support system ensures that doctoral students can efficiently access the tools and materials they need to succeed in their academic and research endeavours.

#### Evidences/Indicators

- Infrastructure inspection results
- Interview results
- Access to international electronic library databases
- Book collection in the library

#### Recommendations:

- N/A

#### Suggestions for the programme development

- Review and refine budget allocations to ensure all items, including mobility costs, are accounted for accurately.

#### Evaluation

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

Tbilisi State University, in collaboration with the National Kapodistrian University, has presented a comprehensive budget plan for the three-year doctoral programme, Governance and Administration in Education and Science. This document outlines the allocation of funds while providing insights into the programme's financial sustainability and overall structure. The primary funding source—300,000 GEL—has been secured from Georgia's Ministry of Education, Science, Culture, and Sport. Additional costs will be covered jointly by Tbilisi State University and the National Kapodistrian University, ensuring the programme's smooth implementation. The programme aims to enroll 10 students, with 7 candidates already having submitted their applications.

The budget spans three fiscal years, with expenditures distributed across multiple categories. The primary expense areas include academic programme development, faculty training, infrastructure upgrades, and administrative oversight. A significant portion of the budget is allocated to academic activities, such as faculty development, curriculum design, and teaching materials. Lecture-related expenses, including faculty remuneration and venue costs, form the largest expense category, though these teaching costs are projected to decrease over the three years.

The financial plan also identifies several key areas of additional expenditure beyond standard operational costs. These include research-related expenses, laboratory fees, and infrastructure improvements as well as PHD defense procedures. Both Tbilisi State University and the National Kapodistrian University will jointly cover these additional costs, underscoring their commitment to the programme's success.

Overall, the analysis confirms that the accreditation plan is financially sustainable, with the programme maintaining a well-balanced cost structure.

### Evidences/Indicators

- Budget of HEI
- Interview results

**Recommendations:** N/A

**Suggestions for the programme development:** N/A

### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<b>x</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

#### 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

Issues pertaining to internal quality assurance at Ivane Javakhishvili Tbilisi State University are managed by the University's Central Quality Assurance Service in collaboration with the Faculty Quality Assurance Service. These activities are conducted in accordance with the University Quality Assurance Service Regulation. Under the provisions of this regulation, the Faculty Quality Assurance Service is responsible for carrying out programme quality assessments.

The quality assurance system functions based on the "Plan, Implement, Check, Improve" principle, encompassing the following stages, such as: 1) Development and approval of the programme, 2) Implementation in accordance with the curriculum, 3) Monitoring, evaluation, and analysis, including activities such as surveys of students and academic staff, as well as an analysis of student academic performance, 4) Utilization of results to either develop new programs or modify existing ones accordingly.

As evidenced by the interview process and the submitted documentation, the Quality Assurance Service and faculties actively participate in the continuous monitoring of the system. This monitoring is primarily conducted through surveys targeting specific groups.

Quality Assurance Service Responsibilities are:

1. Development of Survey Instruments: Designs survey forms for various stakeholders, including students, graduates, academic staff, scientific staff, guest lecturers, administrative personnel, support staff, and employers.
2. Student Surveys: Conducts anonymous surveys to evaluate the quality of the educational process, the implementation of training courses outlined in educational programs, the performance of academic and guest staff, and student satisfaction with services.
3. Staff Surveys: Administers surveys among academic, guest, administrative, and support staff to assess performance and conduct satisfaction research.
4. Graduate and Employer Surveys: Conducts anonymous surveys targeting graduates and employers to gather feedback.
5. Academic Performance Monitoring: Tracks and evaluates students' academic performance.
6. Library Resource Evaluation: Verifies the adequacy of the library's holdings and ensures the alignment of core literature with the syllabi of training courses.

Based on the results of the information collected, data is systematically processed to identify strengths, weaknesses, and existing problems, along with selecting appropriate solutions.

It is important to note that the Quality Assurance Service analyses the data, formulates conclusions, develops recommendations, and outlines the necessary stages for implementing corrective measures. This process is essential for ensuring continuous improvement.

The quality assurance process begins with the planning of assessment processes, followed by the implementation of the planned assessments. This implementation focuses on identifying areas of concern and opportunities for improvement. Subsequently, based on survey results and their analysis, actions are taken to address the findings. These actions may include steps to enhance the outcomes or make necessary changes.

Thus, the quality assurance process extends beyond the stages of data collection and analysis. It encompasses the development and execution of measures or planned responses, ensuring a continuous cycle of improvement informed by the results obtained.

Based on the submitted documentation and observations during the interview process, it is evident that the staff involved in the programme collaborate actively with the internal Quality Assurance Service in planning the programme quality assessment process, developing assessment tools, and implementing the evaluations.

Furthermore, similar to the participation of academic and non-academic staff, the involvement of students, graduates (from separate programs), and employers in the programme development process was notably evident.

The institution has established various documents that facilitate the effective engagement of all structural units in implementing internal quality assurance mechanisms. This comprehensive approach ensures continuous assessment and promotes the further development of the university's activities and resources.

The committee responsible for planning, developing, and supporting the educational programs is composed of academic staff, administrative personnel, and support staff. Additionally, the internal Quality Assurance Service, in collaboration with the programme staff, has addressed and resolved the deficiencies identified during the preparation of the self-assessment report.

## Evidences/Indicators

- Self-Assessment Report
- Regulation of the Quality Assurance Service of LEPL - Ivane Javakhishvili Tbilisi State University
- On approval of the forms for determining the compliance of personnel qualifications with the learning outcomes of the educational and research component of the higher education programme of LEPL - Ivane Javakhishvili Tbilisi State University
- On approval of the procedure for assessing personnel of LEPL - Ivane Javakhishvili Tbilisi State University
- Procedure for planning, developing, evaluating and developing educational programs
- Procedure for assessing educational and scientific-research activities of LEPL - Ivane Javakhishvili Tbilisi State University
- Educational programme evaluation form and indicators
- Syllabus evaluation form and indicators
- University Quality Assurance Service website
- Survey forms
- Interviews conducted during the accreditation visit

**Recommendations:** N/A

**Suggestions for the programme development:** N/A

## Evaluation

Component		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1	Internal quality evaluation	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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

For the purpose of externally assessing the quality of educational programs, Ivane Javakhishvili Tbilisi State University (TSU) utilizes the accreditation and authorization processes of the National Center for Education Quality Development. By considering the recommendations and advice received during these processes, the university ensures the development and refinement of educational programs, thereby achieving the intended learning outcomes more effectively.

Additionally, external assessment is conducted as part of the activities of the Program Development Committee. Based on the recommendations provided by committee members, programs are updated or modified when necessary.

The TSU administration, faculty quality assurance services, programme coordinators, staff involved in the programme, and various structural units of the faculty actively use the results of external assessments to develop and improve programs. The quality assurance and management of programs are carried out in accordance with TSU-approved regulations, ensuring the accuracy and transparency of these processes.

However, no external evaluation has been conducted for this specific programme. This is because the programme is already dual, involving an external partner. Furthermore, initial evaluations and instructions were provided by UCL, which, as clarified during the visit, indicated that this involvement is regarded as a form of external evaluation.

#### **Evidences/Indicators**

- Website of University Quality Assurance Service
- Quality Assurance Service Charter
- UCL Letter of Support
- Interviews Conducted During the Accreditation Visit
- Self-Assessment Report

**Recommendations:** N/A

**Suggestions for the programme development:** N/A

#### **Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **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**

As revealed by the self-assessment report presented and the interviews conducted during the visit, the University Quality Assurance Service has established comprehensive mechanisms for the monitoring, evaluation, and improvement of educational programs. These mechanisms aim to ensure the periodic evaluation of programs with the involvement of various stakeholders.

For the purpose of effective monitoring and evaluation, periodic working meetings are held with staff involved in the programme's implementation, including administrative and support staff. In addition, the following surveys are conducted regularly:

- Student Surveys: To evaluate training courses and lecturers.

- Graduate Surveys: To gather feedback on programme outcomes.
- Staff Surveys: Covering academic, scientific, guest, and administrative personnel.
- Employer and Stakeholder Surveys: To align programs with industry and societal needs.

The survey results are analyzed to identify challenges, implement improvements, and enhance the overall quality of the programs.

This approach to periodic evaluation and monitoring is applied to all educational programs, including the newly introduced programme. While specific surveys have not been conducted for this programme due to its newness, relevant practices and insights from adjacent programs have been adopted. Documentation supporting these practices was presented as evidence during the evaluation. A comparison of the programme with similar offerings at foreign universities was undertaken. The documentation primarily included a list of universities with similar programs; however, the analysis was less detailed, leading to additional questions from the expert group. Representatives clarified that benchmarks were derived from prestigious institutions such as UCL and the World Bank. Furthermore, many contributors to the programme are recognized experts with extensive experience in the field, lending credibility to the programme's development process.

As evidenced in the presented documentation, TSU systematically conducts semester-long surveys to evaluate the satisfaction of students, graduates, academic personnel, administrative staff, and employers. These comprehensive monitoring indicators are used to assess programme effectiveness and implement modifications where necessary to ensure continuous improvement.

During the interviews, it was revealed that students are well-informed about international library databases and actively utilize these resources for research purposes. Additionally, students demonstrated awareness of the plagiarism detection programme, highlighting TSU's commitment to maintaining high standards of academic integrity.

The University Quality Assurance Service's established mechanisms for monitoring, evaluating, and improving educational programs ensure a systematic approach to quality enhancement. The involvement of diverse stakeholders, along with periodic surveys and feedback, supports the continuous development of programs. While some areas, such as benchmarking analysis, require further refinement, the overall framework is robust and conducive to maintaining high academic standards.

#### **Evidences/Indicators**

- Program Self-Evaluation Report
- Labor Market Survey
- Analysis of Graduate Survey Results
- Statistical Analysis of Student Survey Results
- Quality Assurance Service Regulations
- Learning Outcomes Map
- Curriculum and Syllabus
- Interviews Conducted During Accreditation Visit

**Recommendations:** N/A

**Suggestions for the programme development:** N/A

#### **Evaluation**

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<b>x</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable): N/A

Name of the Higher Education Institution: Ivane Javakhishvili Tbilisi State University

Name of Higher Education Programme, Level: International Doctoral Education Programme: Governance and Administration in Education and Science, Level 8

#### 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	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Signatures:

Chair of Accreditation Expert Panel

Vangelis Tsiligkiris,



Accreditation Expert Panel Members

Ekaterine Pipia



Sopio Zhgenti,



Nino Patariaia



Tamari Khutsishvili

