NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Cluster of Higher Education Programmes

Public Administration and Policy, Bachelor Program
Digital Governance, Master Program
Public Administration, Doctoral Program

Grigol Robakidze University

11,14 and 15h of October, 2024

27 January, 2025

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Grigol Robakidze University
Identification Code of Institution	200002120
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme	Public Administration and Policy	Digital Governance and Public Administration	Public Administration
Level of higher education	Bachelor	Master	Doctoral
Qualification to be awarded	Bachelor of Public Administration	Master of Public Administration	Doctor of Public Administration
Name and code of the detailed field	Level 6	Level 7	Level 8
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]			
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	180	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New	New

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[1] 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 the Cluster of Education Programmes[2]**

The School of Public Administration and Politics at Grigol Robakidze University, established in 2012, is a rapidly growing unit that offers educational programs at all three levels of higher education and conducts research in public administration.

Its mission is to train skilled civil servants, state officials, and researchers, promoting good governance, a legal state, and societal progress. The school aims to align its educational offerings with local job market needs while also preparing students for international opportunities through language training and expanding global partnerships.

The programs grouped in a cluster represent three cycles of study programs: Bachelor of Public Administration, Master of Public Administration and Doctor of Public Administration.

The three-year bachelor's program in public administration and policy at Grigol Robakidze University, introduced in Georgia for the first time, is built on over 12 years of experience with a four-year program that was accredited in 2012 and again in 2022. This new three-year program aims to train responsible officials who respect human rights and the principles of a democratic society. It offers a modern knowledge base in public administration, allowing students to pursue their interests through customized coursework. A key aspect of the program is its practical components, which connect theory to real-world application. Additionally, it includes a unique social activity component designed to encourage civic engagement, empathy, and a positive attitude toward societal diversity. The program meets all necessary standards for public administration education, and the university plans to make it widely available.

The master's program in digital governance is innovative being created on the Georgian master's program in public administration and joint programs with Germany and France, incorporating their core strategies while introducing new focuses and innovations. These changes reflect ongoing technological advancements, labor market digitalization, modern socio-economic trends, and deepening European integration, all of which influence public life globally. The program aims to prepare graduates who can analyze current global trends and make effective managerial decisions for the country. With integrated practical components, the program enhances theoretical knowledge and provides students for their professional careers in public administration.

The existing doctoral program in Public Administration was accredited in 2016, but the university has decided to create a new program to better address modern globalization and the evolving challenges in this field. The goal is to meet labor market demands and

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[2] When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

train highly qualified specialists who can contribute to both academic and practical public administration. The new PhD program features updated objectives, learning outcomes, faculty, and syllabuses, focusing on the complexities of modern governance. It aims to develop leaders who embrace Western values and can effectively implement public administration reforms in Georgia. PhD students will have the chance to research unexplored issues in public administration. An innovative aspect of the program is the block-seminar format, which helps optimize students' time management and supports independent learning.

Overall, these three educational programs share key characteristics, focusing on Public Administration and related qualifications. This field emphasizes public welfare and state development, studying the systems and values of governance. It covers essential processes such as planning, organizing, directing, coordinating, operating, and reporting in public organizations and institutions.

- **Overview of the Accreditation Site Visit**

The accreditation visit took place on the 11th of October 2024 in Batumi and 15,16 October,2024 in Tbilisi 2024. Prior to the visit, the expert panel received a comprehensive Self Evaluation Report (SER), along with supplementary documents such as the Educational Program Standard, Provision for Students Status, Magistracy Regulations, Standard of Scientific Research, details of the academic staff involved in the programs, each program syllabus, and the Quality Assurance Policy.

During the visit, the expert panel had the opportunity to meet and interview representatives from various university stakeholders, including administration, the program management team, the SER work group, and the Quality Assurance Team. They also communicated with teaching staff (both academic and invited), representatives from different departments, employers, alumni, and students from related study programs. All participants were very cooperative and eager to engage in open and constructive discussions. Requests from the panel for additional information and interviews were addressed promptly and professionally throughout the visit.

The expert panel would like to express their sincere thanks to all participants for their collaboration, willingness to provide further insights and feedback, and for providing a friendly and productive atmosphere during the visit.

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

The expert panel has reviewed and evaluated all documents provided by ATSU Grigol Robakidze University before the visit and additional documentation received during the visit, analyzed all the information received during the interviews and has got a positive impression on the evaluated study programs included in the cluster. In general, the programs are substantially compliant with the standards and fully compliant in case of standard 3 on Student Achievements, Individual Work with them

and standard 4 on Providing Teaching Resources. Detailed information on compliance is presented in the report.

- **Recommendations**

General recommendations for the cluster are presented as follows:
- It is recommended to review pertinent government policy documents and strategies in the future and ensure alignment with program objectives.
- It is recommended that the university establish and maintain a comprehensive statistical framework to enhance the evaluation of student participation in various activities. This framework should disaggregate data by activity type, participation category (e.g., seminars, online/in-person events, workshops etc.), gender, and other relevant criteria, as well as track attendance numbers by year to observe dynamics over time.
- It is recommended to increase student awareness on the allowed rate of plagiarism according to the HEI standards.
- It is recommended that the Quality Assurance Service increase engagement with academic and invited staff to ensure their effective participation in developing program assessment and quality assurance mechanisms. For this purpose, it is important for the Quality Assurance Office to conduct workshops with those involved in program implementation and evaluation.
- For the further development of the programs, a meaningful and comprehensive external evaluation that includes both cluster-based and individual external evaluations would be recommended.

Public Administration and Policy, Bachelor Program

1.5 Consider reviewing the list of mandatory and additional literature for all courses of the evaluated study programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards.
1.5 Consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.

Digital Governance, Master Program

1.2 It is recommended to review and revise these outcomes to highlight what makes the program unique and improve its competitiveness in the educational market.
1.2 It is recommended reducing the primary learning outcomes to a maximum of ten to clarify the program's focus.
1.4 It is recommended to include "Project Management" course in the program making it mandatory. Consider creating a more specific framework and standards to strengthen the practical aspect of the program.
1.5 Consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.
5.2 For program development purposes, it is recommended to implement the recommendations provided by peer experts.

Public Administration, Doctoral Program

1.4 It is recommended to include courses on Basic Knowledge of Research and Theory in Public Administration, Budgeting and Finance, Public Policy and Governance.

2.1 The admission requirements should be aligned with Order N141/б of the Ministry of Education and Science of Georgia as per the date it came into force.

5.3 For the further development of the doctoral program and to incorporate the latest scientific knowledge in public administration, as well as to implement best international practices, it is recommended to compare this program with similar offerings at leading Western universities.

- **Suggestions for the Programme Development**

General suggestions for the cluster are presented as follows:
- It is suggested to develop a more structured and standardized approach to the practical component of the study programs.
- Consider incorporating a sustainability component into the programs, focusing on different ESG dimensions.
- Strengthen and expand partnerships with public organizations highly recommended. This can be achieved through networking events, collaborative projects that foster mutual interests and enhance the educational experience for students.
- Establishment of a regular schedule for reviewing and updating all MoUs to ensure they remain compliant with established standards and reflect the current needs of the industry. This proactive approach will help maintain the relevance and effectiveness of the practical components in the curriculum.
- Enhance Employer Engagement and utilize positive feedback from employers to create structured engagement opportunities, such as advisory boards, guest lectures, etc. Involving employers directly will help integrate their insights into the curriculum and practical components.
- Encourage collaboration with employers to develop innovative projects that can be integrated into the curriculum.
- Consider increasing publishing activity of academic staff in internationally recognized peer-reviewed journals.
- Consider increasing students' involvement in research and scientific activities.
- It would be beneficial if the Quality Assurance Service initiated training for university administrative and academic staff on the effective use of artificial intelligence. Additionally, incorporating an elective course on artificial intelligence into the programs' curricula would be desirable.

Public Administration and Policy, Bachelor Program

1.4 Consider exploring the successful integration of AI into curriculum.

Digital Governance, Master Program

2.2   It is suggested to include a mandatory "Project Management" course, as detailed in Section 1.4, "Structure and Content of the Educational Program." Additionally, incorporating a practical component centered on Agile methodologies will further enhance students' hands-on experience, enabling them to effectively apply theoretical knowledge to real-world scenarios.

Public Administration, Doctoral Program

1.4 Consider exploring the successful integration of AI into curriculum.

- **Brief Overview of the Best Practices (if applicable)[3] N/A**

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

Without prejudice we agree with your comment on Standard 1.4 The Structure and Content of the Educational Programme and the following recommendation" It is recommended to establish a more structured and standardized approach to the practical component of training programs " is now formulated as a suggestion.

We also agree that the following recommendation for Standard 2.1. Prerequisites for Admission to the Program "It is recommended that the requirements for admission to the program comply with the order N141/N of the Minister of Education and Science of Georgia, taking into account the date of its entry into force" should be valid for Doctoral Studies only and have made changes in our report accordingly.

In regard to other comments, we consider them valid, made basis information received during visit and representing our joint opinion, therefore, we maintain our position.

Additionally, 3.1 Component suggestion " Consider enhancing student mobility by attracting more incoming students and supporting outgoing students." was revised by the Accreditation Group and removed.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable) Not applicable**

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

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[3] A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

1.   Cluster and individual evaluation[4]
2.   Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster

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[4] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

[5] **Assessment approaches: In case of necessity**, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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 institution. 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.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the information provided on the University website, the university's mission is to cultivate a rich academic culture that generates intellectual wealth by providing student-centered educational programs in high-demand fields. It aims to equip graduates with the necessary competencies to succeed in both domestic and international markets. Additionally, the university is committed to fostering a strong scientific research culture by promoting knowledge preservation, innovation, and collaboration with leading scientists. Ultimately, it strives to prepare competent specialists who will contribute positively to society and the economy. (https://grigolrobakidzeuniversity.org/about/). The mission highlights the importance of prioritizing education that meets student needs, preparing graduates ready to enter the job market, promoting advanced education through higher-level programs, as well as scientific research emphasizing the role of graduates in contributing positively to society and its future. As a result, the cluster programs align with the mission by aiming to provide professionals with in-depth knowledge and skills relevant to the study field. They combine solid theoretical foundations with practical experience, which supports the overall goals of the mission.

In general, the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process. All program objectives are public and accessible and can be found on the university website. During the visit it became evident that these aims are developed in close cooperation with stakeholders considering the needs of the local and international job market as well as the latest developments in the field of Public Administration. However, the expert panel noted that the self-evaluation report prepared by HEI does not adequately reflect the alignment of program

objectives with relevant government strategies. It would be beneficial for the university to review pertinent government policy documents and strategies in the future and ensure alignment with program objectives.

Description and Analysis - Programme 1 Bachelor's Educational Program in Public Administration and Policy

The aims of the program focus on preparing skilled public administration professionals who can effectively work in the field of public administration. By providing a mix of theoretical and practical knowledge, students will learn state management principles and public policy, which emphasizes critical thinking and ethical awareness. The program also intends to create a comprehensive learning system that keeps students informed about both local and global labor market trends while enhancing their English skills and international understanding. During their studies, students will build their thinking skills in line with the university's mission, helping them understand cultural and ethical values in today's world, they will also develop specific and general skills enabling and promoting lifelong learning. In general, it can be concluded that the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process

Description and Analysis -Programme 2 Master's Educational Program in Digital Governance

In general, the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process. The program aims to prepare highly qualified professional managers in public administration with a strong understanding of digital transformation, critical thinking, and ethical responsibilities. It prepares students to successfully enter both local and global job markets, promotes research skills, and enhances their continuous professional development, contributing to improvements in public administration in particular and society in general.

Description and Analysis -Programme 3 Doctoral Education Program in Public Administration

In general, the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process. The program focuses on developing advanced researchers being able to address the demands of a knowledge-based job market. It also aims to provide students with critical analysis and evaluation skills, enhancing a deep understanding of Public Administration and encouraging new ideas and creative research. The program also contributes to promoting the culture of scientific research following the principles of academic integrity and inspiring students to conduct independent research that addresses public needs. During their studies students will also learn about professional ethics and social responsibility, adding value to the sustainable development of the study field. In general, it can be concluded that this program focuses on creating a strong education and research system to develop leaders and researchers in the field of Public Administration. It ensures that students are involved in the lifelong learning process and contribute to the field and society.

Evidences/Indicators

- Self-evaluation report for the evaluated cluster of selected study programs
- Mission of the Grigol Robakidze university

- Grigol Robakidze university Website
- Curriculum of the cluster study programs
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: It is recommended to review pertinent government policy documents and strategies in the future and ensure alignment with program objectives.

General suggestions of the cluster: None.

Recommendations and Suggestions according to the programmes: None

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Evaluation [6]

Please, evaluate the compliance of the programme with the component

Component 1.1 – Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	x	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	x	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	x	☐	☐

1.2 Programme Learning Outcomes

➢ The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

➢ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation
Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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[6] Evaluation is performed for each programme separately.

The learning outcomes of the programs included in the Cluster are consistent with the aims of the programs. They are clearly formulated to define knowledge, skills as well as autonomy and responsibility acquired by student at the end of the study cycle aiming to follow local laws and regulations as well as Article 3 of National Higher Education Qualifications Network, there "Higher education qualifications descriptor defines the scope of knowledge, skills and values to be attained at a relevant level according to the following six criteria:

a) Knowledge and understanding

b) Applying knowledge

c) Making judgments

d) Communications skills

e) Learning skills

f) Values".

Curriculum mapping is performed for each study program to better align learning outcomes with the abovementioned criteria.

Overall, it can be affirmed that the learning outcomes of the cluster programs are in alignment with the programs' objectives, detailing the competencies, skills, responsibilities, and level of independence that students will acquire upon completion. These outcomes have been created in response to the latest trends in the job market and incorporate valuable insights from a wide range of stakeholders, including employers, the academic community, students, and alumni. The higher education institution actively updates these programs and shares information regarding their objectives and learning outcomes, a point that was also corroborated during the site visit.

The educational philosophy prioritizes strong connection between contemporary scientific advancements and their practical applications, reflecting the qualifications of the faculty. It also caters to the needs of internal stakeholders by offering students the flexibility to select free and elective courses. The learning outcomes comply with current regulations, are aligned with educational goals, and are pertinent to the professional fields that graduates will enter. They are designed to be attainable and support an assessment framework that employs diverse evaluation methods.

Description and Analysis -Programme 1 Bachelor's Educational Program in Public Administration and Policy

The program's learning outcomes are designed to align with its goals, helping students to obtain a solid education in the field of public administration. Graduates will learn about the national governance system and develop practical skills to analyze issues and create relevant documents or research projects.

During their studies students will understand the basics of managing the state and public policies, which will enhance their critical thinking, professional skills, and understanding of ethics—important qualities for success

in their future career. The program also provides a framework for understanding both local and international job markets and trends, along with improving their English language skills.

The program supports students in growing their knowledge and understanding of different cultures, helping them to face and successfully handle nowadays challenges. It encourages them to be engaged in a lifelong education process and provides them with strong communication skills in Georgian and other languages. All the abovementioned prepares students to be skilled professionals who can make a positive contribution to society.

In general, it can be concluded that the learning outcomes of the program are closely connected to its aims and reflect its uniqueness. They also outline what students will know, the skills they will develop, and the sense of responsibility and independence they will achieve by the time they complete the program.

Description and Analysis – Programme 2 Master's Educational Program in Digital Governance

Overall, there are thirteen learning outcomes set for this study program. These outcomes align with educational goals and the academic standards needed for the specific field of study, reflecting current knowledge and meeting the expectations of the job market that graduates will enter. They also emphasize a comprehensive understanding of public administration principles, innovative management strategies, and the significance of digital transformation in governance. After completion of studies students get practical skills required to address governance challenges. The outcomes demonstrate a commitment to ethical conduct and good governance. It can be stated that these outcomes prepare students to effectively engage with and contribute to the dynamic field of public administration.

However, the expert panel pointed out that these outcomes are quite like those found in the sectoral benchmarks of higher education. To make the study program more distinctive, it is recommended to review and revise these outcomes to highlight what makes the program unique and improve its competitiveness in the educational market.

Additionally, the panel noted that the total number of learning outcomes is quite high—thirteen in all. It is recommended reducing the primary learning outcomes to a maximum of ten to clarify the program's focus. Other learning outcomes can be added to the individual course syllabi.

Description and Analysis -Programme 3 Doctoral Education Program in Public Administration

The learning outcomes for the PhD program align with the program's goals and outline the knowledge, skills, responsibilities, and independence that students will develop by graduation. The learning outcomes aim to help students understand the latest science in their field and improve their research skills. In short, students are encouraged to think critically and develop their own ideas while making a positive impact in their field. The educational approach emphasizes a strong link between modern research and practical application, which is reflected in the curriculum and the expertise of faculty members. It also considers the needs of students by allowing them to choose elective courses. The learning outcomes are developed to comply with relevant regulations and are in line with the aims of the study program and overall academic framework. They are tailored to meet the expectations for the future professional career of graduates and their contribution to the modern creative research field.

Evidences/Indicators

o   Law of Georgia on Higher Education
o   The Order of the Minister of Education, Science, Culture and Sports of Georgia 69/n of 10 April 2019 on the approval of the National Qualifications Framework and the Classifier of Fields of Study"
o   National Higher Education Qualifications Network
o   Self-Evaluation Report
o   Curriculum of the evaluated study programs
o   Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 2 Master's Educational Program in Digital Governance

Recommendation(s):

●   It is recommended to review and revise these outcomes to highlight what makes the program unique and improve its competitiveness in the educational market.
●   It is recommended reducing the primary learning outcomes to a maximum of ten to clarify the program's focus

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme Master's Educational Program in Digital Governance	☐	X	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The assessment of learning outcomes is conducted by employers, academic staff and students, who have been consulted by the QA department for feedback and suggestions. Program evaluation entails analyzing the implementation of the program using collected data, assessing it against established criteria and benchmarks, and offering recommendations for enhancement in various areas, including learning outcomes. The QA assurance department offers support on best practices for evaluating the attainment of desired learning outcomes and identifies necessary adjustments to the program. Mechanisms for assessing learning outcomes are outlined in the educational program standards. The educational program standard, available on the University's website, outlines mechanisms for assessing learning outcomes, ensuring transparency for interested parties. A monitoring and evaluation plan is created to assess educational programs and their learning outcomes, detailing the timing, methods, and benchmarks for evaluation. This plan encompasses research methods, data collection periods, responsible individuals, and sources. It also includes corrective actions for any identified deficiencies.

The plan incorporates both direct and indirect research methods, student evaluations of lecturers and course implementation, and observations of specific classes. Learning outcomes are monitored in a three-year cycle, with annual assessments against target benchmarks. The results of this cycle, including average evaluation indicators, contribute to the overall effectiveness assessment of the educational program. During the visit it became evident that the University enhances program learning outcomes through regular training on teaching and evaluation methods. A guide for staff also offers advice and application options for training.

Program learning outcomes are monitored through a report reviewed by the program committee and employer/graduates' representatives. This meeting assesses quality and suggests improvements which the committee implements, reflected in next year's evaluation report.

Cluster programs include clearly defined benchmarks for each learning outcome, ensuring that there is a structured approach to evaluating student performance. During the expert visit, it was evident that there is a systematic process in place for monitoring the results of learning outcomes assessments. The analysis and comparison of these results with the established benchmarks are conducted regularly, demonstrating a commitment to continuous improvement and accountability.

Additionally, both academic and visiting faculty involved in the program are experienced in the methodologies used for assessing learning outcomes. This familiarity enables them to effectively evaluate and enhance student performance. The evidence gathered during the visit confirmed that staff members responsible for implementing the program receive substantial support in developing essential skills related to the creation, measurement, and analysis of learning outcomes. This ongoing professional development is vital for maintaining high standards of education and ensuring that the learning outcomes remain relevant and effective in preparing students for their future careers.

Evidences/Indicators

○ Learning Outcomes Evaluation Mechanism for the programs of the cluster
○ Self-evaluation report
○ Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 (name, level)Programme Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The University developed has guidelines for planning, developing, approving, implementing, and canceling educational programs. These are outlined in the educational program standard approved by the rector. HEI considers feedback from staff, professional associations, students, graduates, and employers when making decisions about these programs. An institutional system is in place to manage educational programs, which includes a program committee made up of key staff and a committee of graduates and employers. The development or modification of a university program follows a unified process called Plan-Do-Check-Act (PDCA). This involves collaboration among various groups, including the Program Committee, faculty, students, alumni, employers, professional associations, library staff, and several university centers. The Quality Assurance Service coordinates the participation of these groups in the PDCA process to ensure a thorough and integrated approach to improving the educational program.

All educational programs align with the University's standards. Their content, structure, scope, and complexity are tailored to the relevant study level (BA, MA and PhD respectively) and the corresponding educational cycle. According to the documentation provided by the university, it is evident that all selected programs comply with both Georgian legislation and the European Credit Transfer and Accumulation System (ECTS). The content of each of the evaluated study program content and its structure align with the qualifications intended to be awarded. In general, the structure of the evaluated programs is clear, logical, and coherent.

During the interviews, it became evident that the program's practical component for study program requires a more structured and standardized approach. This was also confirmed by students and alumni. Although the university has a general Memorandum of understanding MoUs in place, it is desirable to develop a stronger and more structured practical component. This should include clearly defined practical outcomes, designated placement opportunities, and an assessment of the public sector's readiness to host students and integrate them into the organizations' operations. This will significantly contribute to students' individual professional development. After discussions with the university and employers, it became obvious that all parties should agree on a more specific framework and standards to strengthen the practical aspect of the programs.

Description and Analysis -Programme 1 Bachelor's Educational Program in Public Administration and Policy

The Business Administration undergraduate educational program consists of 180 credits (120 assigned to mandatory courses, 30 the electives and 30 to the free courses) and has a duration of 3 years or 6 semesters. This new program was developed in line with the requirements of the labour market considering input form the employers. Program is implemented in Batumi in tight cooperation with governmental institutions like Adjara government officials. Students do internships in various municipal agencies and get employed after the internship. However, during the interviews, it became evident that the program's practical component requires a more structured and standardized approach. This was also confirmed by students and alumni. Although the university has general MoUs in place, it is desirable to develop a stronger and more structured practical component. This should include clearly defined practical outcomes, designated placement opportunities, and an assessment of the public sector's readiness to host students and integrate them into the organizations' operations. This will significantly contribute to students' individual professional development. After discussions with the university and employers, it is clear that all parties should agree on a more specific framework and standards to strengthen the practical aspect of the program.

The evaluated study program is structured to help students to reach essential learning outcomes, preparing well-educated professionals with the knowledge, research skills, personal attributes, and social competencies needed for their future careers. The curriculum is designed using deductive reasoning, beginning with general courses to establish a strong foundation. Additionally, the program incorporates a digital component across various courses and introduces a required course in E-Government, as well as newly implemented digital management, marking a significant innovation in the curriculum. Overall, it can be concluded that the program is well-designed to catch up with the latest developments in the field of public administration and meet the needs of the region.

Also, given the increasing role of artificial intelligence (AI) in many industries, it is recommended to incorporate AI into the curriculum of cluster programs. This will provide students with valuable skills that are sought after in the job market. The courses will focus on teaching students how to utilize technology for problem-solving, data analysis, and better decision-making. As businesses turn to AI, knowledge in this field can significantly boost graduates' career prospects.

Description and Analysis -Programme 2 Master's Educational Program in Digital Governance

Master's Educational Program in Digital Governance -consists of 120 credits (70 assigned to the main field of study. 30 – to the elective courses, 20 – to the free compulsory component) and has a duration of 2 years or 4 semesters. The program has a well-balanced and logical structure, practical orientation and contains the digital component (Cybersecurity and Cyber Hygiene in Public Administration, Digital Governance and Legal Technologies (LegalTech), Comparative Digital Governance etc) and corresponds to the needs of labour market in highly educated managers for the public governance sector. The study program is modern and up to date, featuring a course on Ethical and Legal International and Local Standards of Artificial Intelligence. This inclusion reflects the program's commitment to addressing current trends and challenges in the field of AI, ensuring that students are equipped with relevant knowledge in ethics and legal standards.

However, it should be noted that the current curriculum of Digital Governance Master's Program lacks a mandatory "Project Management" course, which is essential for master's students to meet the program's learning outcomes. It is recommended to include this course in the program making it mandatory.

Description and Analysis - Programme 3 Doctoral Education Program in Public Administration

The doctoral educational program of Business Administration consists of 60 credits and has a duration of 3 years or 6 semesters. The program has been developed following the university's established methodology for planning, designing, and developing study programs. Its content, structure, volume, and complexity align with doctoral-level standards and Level 8 of the European Qualifications Framework (EQF). According to the university's documentation, the program complies with Georgian legislation and follows the principles of the European Credit Transfer and Accumulation System (ECTS). The development of the program involved cooperation with the academic community and the stakeholders from the field of public administration. To apply and enter the program candidates must provide documentation that verifies the equivalence of their degree with a master's or Master's diploma. For diplomas obtained prior to the enactment of Georgia's law on higher education in 2005, recognition and confirmation should be sought from the National Center for Educational Quality Enhancement. The program's structure is clear, logical, and cohesive, with teaching and research components that are systematically organized to facilitate a coherent learning experience. addressing key aspects of internationalization relevant to the specific field of study at this level. The information about the program is publicly available to all interested parties.

The program contains several mandatory courses related to pedagogical and didactic. It also implies diversified Blockchain seminars – 10 ECTS covering the major issue related to the public administration field and involving high amounts of independent work and preparation for dissertation defense. However, the expert panel noted that students with diverse backgrounds, such as medicine, often seek connections between their past experiences and the courses and seminars offered. However, instead of sticking mainly to what they already know, they should have a chance to explore the important field of Public Administration. By learning new ideas and combining that knowledge with their previous experiences, they can create interesting thesis topics that reflect both their current PhD journey and what they have studied. This mix of old and new can lead to valuable insights and contributions in their fields. While the current blockchain seminars provide some useful information, they may not be enough to cover basics as well as all the important aspects of the topic. Adding more specific courses would be very helpful for students to gain a deeper understanding of blockchain technology and its applications.

Therefore, it is recommended to include courses on Basic Knowledge of Research and Theory in Public Administration, Budgeting and Finance, Public Policy and Governance. Incorporating these courses could significantly enhance the competencies of graduates in the field of public administration, better preparing them for their future careers as well as provide vital input for students without academic background in related field of study.

Expert panel considers it beneficial to incorporate a sustainability component into the programs, focusing on different Environmental, social, and governance (ESG) dimensions.

Additionally, considering the growing presence of artificial intelligence (AI) in various industries, it is suggested to explore the successful integration of AI into the curriculum of the cluster programs. This integration can help students learn important skills that are in high demand in today's job market. These courses will teach students how to use technology to solve problems, understand data, and improve decision-making. As businesses and industries increasingly rely on AI, having knowledge in this area can enhance career opportunities for graduates.

Evidences/Indicators

- ○ Law of Georgia on Higher Education
- ○ The Order of the Minister of Education, Science, Culture and Sports of Georgia 69/n of 10 April 2019
- ○ on the approval of the National Qualifications Framework and the Classifier of Fields of Study"
- ○ National Higher Education Qualifications Network
- ○ Self-Evaluation Report
- ○ Curriculum of the evaluated study programs
- ○ Information received during the visit via interviews with different stakeholders.
- ○

General recommendations of the cluster: None

General suggestion of the cluster:

- It is suggested to develop a more structured and standardized approach to the practical component of the study programs.
- Consider incorporating a sustainability component into the programs, focusing on different ESG dimensions.

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Public Administration and Policy

Recommendation(s): None.

Suggestion(s):
Consider exploring the successful integration of AI into curriculum.

Programme 2 Master's Educational Program in Digital Governance

Recommendation(s): It is recommended to include "Project Management" course in the program making it mandatory. Consider creating a more specific framework and standards to strengthen the practical aspect of the program.

Suggestion(s):

Programme 3 Doctoral Education Program in Public Administration

Recommendation(s): it is recommended to include courses on Basic Knowledge of Research and Theory in Public Administration, Budgeting and Finance, Public Policy and Governance.

Suggestion(s):
Consider exploring the successful integration of AI into curriculum.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	X	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

1.5. Academic Course/Subject

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

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Each course in the programs is created to meet the relevant standards set by the National Qualification Framework. This connection is further explained in the curriculum map, which is available as a separate document for the study program. The content of each course is clearly linked to specific learning outcomes, ensuring that these outcomes align with the study program's criteria.

The credit distribution for every course, which includes both classroom hours and independent study, matches the course's content and goals. The balance of contact hours to self-directed learning is tailored to suit the needs of each course. The amount of direct teaching time, along with methods such as lectures, seminars, case studies, teamwork, flipped classrooms, and debates, is closely aligned with the course material and its intended outcomes. All courses in the evaluated program have detailed syllabuses that specify the number of credits, learning outcomes, teaching methods, assessment criteria, the themes to be studied, and the schedule for classes, seminars, and practical activities, along with required and recommended reading materials to support the achievement of the defined learning outcomes.

Description and Analysis - Programme 1 Bachelor's Educational Program in Public Administration and Policy

Each course in the program meets National Qualification Framework standards, detailed in the curriculum map document. Course content is linked to specific learning outcomes that align with program criteria. Credit distribution reflects both classroom time and independent study, tailored to each course's goals. Teaching methods such as lectures, seminars, case studies, and debates are designed to support the course material. All courses provide clear syllabuses outlining credits, learning outcomes, teaching methods, assessment criteria, study themes, class schedules, and required reading materials to help achieve learning outcomes.

However, the expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses and programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards. This will help maintain the quality of academic work and provide students with the most appropriate materials for their studies.

It is also recommended to check the links provided in the literature section of the syllabus to ensure that it refers to an existing resource.

Selected examples are presented below:

"Fundamentals of Economics and Business" course – additional literature -C.R. McConnell, S.L. Brue, S.M. Flynn. Microeconomics.18 e. McGraw-Hill Irwin. 2009. –

"Public Finance" course - several links for Supporting literature are not working
- "Directions of Georgian Economy" - Quarterly Review
- GNIEPA (The Only Government Organization in Georgia Responsible for Promoting Investments and
- Exports)
- Investment Projects Database
- Articles by Nobel Laureates Link
- Journal "Georgian Economics" www.mmeconomics.ge
- Economic Report of the President Link
- Budget of the United States

"Public Policy" course - supporting literature -links provided – file does not exist or page is not reachable
- John Locke - "Second Treatise on Governance" Link – file does not exist
- "Who are the Liberals and Why Am I Not a Liberal?" Link -page cannot be reached
- Interview with Noam Chomsky (about Anarchy) Link
- Stanislav Markelov - "Diagnosis: Patriotism" Link
- Irakli Kakabadze - "Franz Fanon, Pontecorvo and Liberal Imperialism" Link
- S. Huntington - "Clash of Civilizations" Link
- "Religion, Faith, and Society" Link

Description and Analysis -Programme 2 Master's Educational Program in Digital Governance

Each course in the program is created to meet the standards set for the Master's degree by the National Qualification Framework. This connection is further explained in the curriculum map, which is available as a separate document for the study program. The content of each course is clearly linked to specific learning outcomes, ensuring that these outcomes align with the study program's criteria.

The credit distribution for every course, which includes both classroom hours and independent study, matches the course's content and goals. The balance of contact hours to self-directed learning is tailored to suit the needs of each course. The amount of direct teaching time, along with methods such as lectures, seminars, case studies, teamwork, flipped classrooms, and debates, is closely aligned with the course material and its intended outcomes.

All courses in the evaluated program have detailed syllabuses that specify the number of credits, learning outcomes, teaching methods, assessment criteria, the themes to be studied, and the schedule for classes, seminars, and practical activities, along with required and recommended reading materials to support the achievement of the defined learning outcomes.

The expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses and programs to ensure the link provided in the literature section of the syllabus to ensure that it refers to an existing resource. Selected examples are presented below:

"Regulatory Impact Assessment (RIA)" Course – compulsory literature – link not working

·   Gagnidze and D. Gagnidze's "Regulatory Impact Assessment: A Practical Guide," 2018. http://ewmi-prolog.org/images/files/6090RIAGUIDELINE-final.pdf

Additional literature :

·   Impact Assessment in Legislative Drafting – Guidelines (2008). Ministry of Justice of Finland. Available from:http://ec.europa.eu/smart-regulation/impact/best_practices_examples/docs/fi/impact_assessment_guidelines.pdf

Additional links – not working

http://ec.europa.eu/smart-regulation/impact/key_docs/key_docs_en.htm

http://www.oecd.org/gov/regulatory-policy/ria.htm

"Public Policy Planning and Implementation" course - compulsory literature –includes three resources that are provided below, along with links for access. However, clicking on these links will direct the user to ChatGPT.

·   Klarik M., "Smart Digitalization and Public Services in the EU," EU and Comparative Law Issues and Challenges Series 7, no. 1 (2023): 151-174. Link

·   Galan A.A.; Balasoiu A.E., "The Costs of Digitalization. Social Media Adaptation Challenges within Public Administration Development," Law Review 12, no. 2 (July-December 2022): 111-120. Link

·   Seulki Lee-Geiller, Technology married to good governance and diversity: Explaining e-participation preparedness in government, Technological Forecasting and Social Change · January 2024. Link

Additional Resource does not exist

·   Kriss Shaffer, Data versus Democracy, How big data algorithms shape opinions and alter the course of history, 2019, https://doi.org/10.1007/978-1-4842-4540-8

Description and Analysis - Programme 3 Doctoral Education Program in Public Administration

Each course in the program meets the requirements for a Doctoral degree and the expected learning outcomes as outlined in the national qualification framework. This is supported by the information in the learning outcomes map in the curriculum. The content of each course aligns with its learning outcomes. The learning outcomes are in accordance with what is expected for a PhD program. The number of credits assigned to each course, which includes both in-class and out-of-class hours, is appropriate for the course topics and the desired learning outcomes. The balance between in-class and out-of-class hours is suitable for the specific nature of each course. The number of in-class hours, along with the teaching methods used (like lectures and seminars), matches the course content and learning outcomes. The course syllabi include assessment forms and criteria that relate to the learning outcomes. The literature and materials listed in the syllabus align with the learning outcomes and reflect the latest advancements and research in theology, helping students achieve the program's learning goals. In general, it can be concluded that all courses included in the evaluated study programs have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the

thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

Evidences/Indicators

○ Syllabus of clustered educational programs
○ Magistracy regulations
○ Educational program standards
○ University dissertation board and doctorates provision
○ University website https://grigolrobakidzeuniversity.org/
○ Self-evaluation report
○ Information received during the visit via interviews with different stakeholders.
○

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Public Administration and Policy
 Recommendation(s):
• It is recommended to consider reviewing the list of mandatory and additional literature for all courses of the evaluated study programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards.
• It is recommended to consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.

Suggestion(s): None

Programme 2 Programme Master's Educational Program in Digital Governance

Recommendation(s):
• It is recommended to consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Programme 1 Bachelor's Educational Program in Public Administration and Policy	□	X	□	□
Programme 2 Master's Educational Program in Digital Governance	□	X	□	□
Programme 3 Doctoral Education Program in Public Administration	**X**	□	□	□

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	□	X	□	□
Programme Master's Educational Program in Digital Governance	□	X	□	□
Programme 3 Doctoral Education Program in Public Administration	□	X	□	□

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 engagement achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Following a comprehensive review of the self-evaluation report, supporting documentation, and insights from on-site interviews, the accreditation expert panel confirms that the program's admission preconditions align with

all statutory requirements. The admission criteria are structured to maintain coherence with the program's content, intended learning outcomes, academic level, qualifications awarded, and language of instruction. Each program in this cluster adheres to relevant regulatory standards, with internal admissions assessments conducted through transparent, well-documented, and readily accessible procedures. Information on admission processes is available on the university's website, and the program's admission requirements fully comply with applicable legislation.

The admission process for the doctoral educational program is governed by a commission-based rule, adhering to a methodology established by the higher education institution (HEI). This methodology accounts for program-specific features and institutional resources, ensuring the effective administration of educational processes. Admission criteria are transparent, fair, publicly available, and aligned with the institution's student body planning framework.

Description and Analysis - Programme 1 Bachelor's Educational Program in Public Administration and Policy

Admission based on Unified National Examination results considers the following subject priorities and coefficients, as determined by the School of Public Administration and Policy:

Subject	Coefficient	Priority
Georgian Language and Literature	4	2
Foreign Language (German, English, Russian, French)	4	3
One of the compulsory subjects: Mathematics, Geography, History, or Civil Education	4	1

Alternative Admission Routes:

● Student's admission: Students may be admitted to the program according to current legislation.

● Mobility Admissions: Admission via mobility is available twice a year, following the Ministry of Education, Science, and Youth of Georgia's schedule and University regulations.

● International Admissions: Students from recognized foreign institutions can apply based on the Ministry's approval.

Description and Analysis - Programme 2 - Master's Educational Program in Digital Governance

Admission Precondition:

1. Academic Qualification: Applicants must hold a bachelor's degree or an equivalent academic qualification.

2. Exam Competency: Applicants must meet or exceed the minimum competency threshold for the general master's exams.

3. Specialized Exam Scores: Applicants must achieve the minimum required scores in specialty-specific exams and a foreign language test (English) as set by the University.

To support accessibility, the relevant department provides the National Assessment and Examination Center with details on the general master's exams and program descriptions. This information, along with specifics on internal exams, required literature, application deadlines, and necessary documentation, is available on the University's official website.

Applicants must demonstrate English proficiency at a B2 level. Those with a certificate meeting the ALTE B2 standard or a degree from an English-instructed foreign institution are exempt from the foreign language exam. Admission without the general master's exam follows the Ministry of Education and Science of Georgia's procedure as outlined in Order No. 224/N, dated December 29, 2011.

Description and Analysis - Programme 3 Doctoral Education Program in Public Administration

Admission Precondition:

The doctoral program employs a competitive admission process aimed at selecting candidates with the academic rigor, research aptitude, and language skills essential for advanced academic work. The process is structured around the following key components:

Admission to the program requires a master's degree or an equivalent qualification, which must be officially verified by the National Center for Educational Quality Enhancement. Candidates must also present and defend either an abstract or a published work completed within the last five years. This defense takes place before an expert commission, allowing the applicant to demonstrate their research potential. Additionally, applicants are required to pass an examination in a European scientific language as specified by the academic program.

The evaluation process for the defense of the abstract or published work is guided by specific criteria designed to assess the applicant's suitability for doctoral studies. These criteria include alignment with the program's research areas, academic proficiency, and research competence. Academic proficiency is evaluated based on the applicant's understanding of theories and research within the field, as well as their comprehensive knowledge of relevant principles and methodologies. Research competence is assessed through analytical and synthetic thinking skills, problem-solving abilities, and the capacity to develop clear, well-supported conclusions and present them effectively. These attributes are critical for achieving the program's learning outcomes at the doctoral level.

To fulfill the language proficiency requirement, applicants must demonstrate at least B2-level competency in a European scientific language. Exemptions are granted to those who either possess a certificate at the ALTE B2 level or have earned a degree from a foreign institution where instruction was conducted in a European scientific language.

The program also accommodates transfer admissions for candidates from other institutions. Such transfers are processed in accordance with current legislation and the University's "Regulations on Student Status and Educational Process."

The application process is formally initiated by a legal announcement from the rector. This announcement is published on the University's website at least 15 days prior to the registration deadline. As part of their application, candidates are required to submit their abstract or published work to their prospective research supervisor no later than 10 days before the entrance examinations. Supervisors may schedule meetings with applicants to discuss their research background and motivations.

Following the competitive selection process, the final enrollment decision is made by the rector, who issues a formal legal act. This act, which confirms the enrollment of successful applicants, is published on the University's website.

This structured and transparent admission process ensures that only the most capable and qualified candidates are selected, fostering an environment of academic excellence and impactful research within the doctoral program.

The expert panel reviewed the admission prerequisites for the Doctoral Program in Public Administration, specifically addressing the program's decision not to restrict applicants based on the specific characteristics of their Master's degree. The expert panel agreed with the university's emphasis on a multidisciplinary approach,

which enables applicants from diverse academic backgrounds to engage in advanced research in public administration.

This approach is particularly valuable in the field of public administration, where effective governance, policy development, and public service delivery benefit from the integration of insights across disciplines such as law, economics, sociology, and political science. By welcoming candidates with varied academic foundations, the program not only fosters a richer exchange of ideas but also broadens the analytical and theoretical perspectives available to students, which are essential for addressing complex, cross-sectoral public issues.

In addition, a multidisciplinary approach aligns with contemporary trends in public administration research and practice, where managing and resolving challenges increasingly requires expertise from multiple domains. By drawing on diverse academic experiences, the program enhances students' ability to address research questions with a holistic view and equips them with versatile skill sets necessary for innovative problem solving across both national and international public sectors. Such a broad-based foundation enables doctoral candidates to develop more comprehensive and nuanced solutions to the multifaceted challenges facing modern public administration.

A core admission requirement is the presentation and defense of an abstract or a published work (from the last five years) before an expert commission. The expert panel fully supports this requirement, recognizing it as a critical step for assessing candidates' analytical abilities, research competence, and intellectual rigor.

However, considering the specialized nature of public administration, the expert panel recommended the inclusion of foundational courses in research and theory in public administration, budgeting and finance, and public policy and governance. Incorporating these courses would not only strengthen the competencies of doctoral candidates, better preparing them for advanced careers in the field, but would also provide essential background knowledge for those without formal academic training in public administration. Section 1.4, "Structure and Content of the Educational Program," provides further details on these recommendations.

During the interviews, the expert panel clarified that the admission preconditions for the Doctoral program should align with Order N141/6 of the Ministry of Education and Science of Georgia, effective as of its implementation date. Higher educational institutions are required to ensure that their doctoral programs comply with the standards established by the framework document for doctoral education, as stipulated in paragraph 3, Article 1 of this order, by January 1, 2025. Since the assessment took place before this order's effective date, the expert panel did not evaluate the program based on the criteria outlined in the new order and framework.

Evidences/Indicators

○ Self-Evaluation report;
○ Educational programmes;
○ Annex 2.4: Formation of the Composition of the Commission for Admission to Doctoral program.
○ Annex 2.5: Methodology for Planning the Number of Students in the Educational Program
○ Interview results.
○

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 3 Doctoral Education Program in Public Administration

Recommendation(s): The admission requirements should be aligned with Order N141/б of the Ministry of Education and Science of Georgia as per the date it came into force.

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Cluster and individual evaluation
Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The expert panel conducted a thorough assessment of the provided documentation and information regarding the educational programs offered by the university. The programs effectively cultivate a range of skills, such as: practical, scientific, research-oriented, creative, and transferable among students, facilitating their engagement in research projects aligned with established learning outcomes.

The inclusion of software tools, such as Professional Practice and Pre-clinic, alongside university mechanisms like Support for Student Initiatives, demonstrates a well-structured approach to achieving these educational

objectives. These resources not only enhance the learning experience but also prepare students for real-world applications of their knowledge.

The university's strategic partnerships with various public and private organizations further bolster students' practical skills, providing them with essential exposure and experience in their respective fields. The establishment of the Scientific Research and Creative Initiative Fund is a commendable initiative aimed at encouraging and financially supporting both academic and student-led research projects. This fund fosters a culture of innovation and collaboration, allowing for a diverse range of project proposals, whether individual or group-based, and prioritizing collaborative efforts that engage both staff and students.

During the panel interviews, inquiries were made to support the assessment, and the university presented the regulatory framework of the Scientific Research and Creative Initiative Fund, along with decisions made by the Committee. It was determined that the criteria for funding initiatives are based on the nature of the incentive rather than a standardized approach, which is a logical and effective strategy. Additionally, interviews with students revealed that they receive information about available opportunities through various channels utilized by the university.

Further clarification was provided regarding Memorandum of Understanding (MoUs) and the implementation of practical components, During the evaluation process, the university presented Memorandums of Understanding (MoUs) signed with employers. These agreements outline the number of students involved, the objectives, expected outcomes, and duration of the practice, demonstrating their alignment with and support for achieving the program's learning outcomes.

The feedback from student surveys is particularly noteworthy, with an impressive 94.96% of students affirming strong administrative support for various initiatives and events, indicating a positive environment for student engagement. Additionally, the same percentage of students acknowledge the university's financial backing for diverse events, reflecting a commitment to supporting student endeavors.

Furthermore, the active participation of students from the School of Public Administration and Politics in various international projects underscores the program's effectiveness in preparing students for global engagement and collaborative opportunities.

Regarding student participation, it is detailed in Annex 2.6, "Student Activities and Project Participation," which outlines student involvement in 110 activities from 2013 to 2016. However, to facilitate a more comprehensive assessment of progress, it would be beneficial to include a statistical chart illustrating the number of participants each year. Furthermore, disaggregating the data by project type and participation category (such as seminars, online and physical events, workshops, etc.) would enhance the evaluation of this indicator and allow for more effective monitoring of progress.

The practical components of the educational programs within the cluster are vital, particularly in the fields of public administration and digital governance. A robust practical component not only deepens theoretical knowledge but also equips students with the real-world skills and experiences essential for their future careers.

While it is evident that public institutions face capacity challenges in accommodating students for practical components, it is crucial to strengthen these relationships and explore more effective collaboration strategies. Improvements are necessary to ensure compliance with established criteria and to enhance the overall effectiveness of practical training, ultimately contributing to students' professional growth.

During interviews with employers from the public sectors, the university's role was underscored as significant, with employers expressing a strong willingness to collaborate. This collaboration presents an opportunity for the university to jointly conceptualize and implement various innovative projects and approaches, thereby enriching the educational experience and better preparing students for the workforce. By fostering these partnerships, the university can enhance the alignment of its educational offerings with the needs of employers, ensuring that graduates are well equipped to succeed in their careers. Section 1.4, "Structure and Content of the Educational Program," provides further details on these recommendations.

Description and analysis according to the education programmes

Description and Analysis - Programme 1 Bachelor's Educational Program in Public Administration and Policy

The Bachelor's program in Public Administration and Policy includes a professional practice component worth 7 credits, enabling students to apply their academic knowledge in real-world settings. This practical experience is designed to help students understand the significance of public administration and develop essential professional values. The objectives of the practical course include transferring academic knowledge to practical contexts, gaining hands-on experience, and familiarizing students with the operational intricacies of their practice sites.

During the practice period, students act as regular staff members, fulfilling assigned duties and compiling a comprehensive practice report based on their experiences. They maintain a practice diary and present their findings to the Qualification Commission, contributing insights to improve the practice facility's operations. A designated mentor oversees students at the practice site, while a practice leader from the university supervises the overall process.

Students are encouraged to engage in educational and practical activities at various sites, supported by memoranda of cooperation with employers. The program also promotes the ongoing development of transferable skills and involvement in scientific research, cultural, and sports activities. Undergraduates participate in international mobility programs like Erasmus+, inter-university conferences, and training sessions, collaborating with faculty to deliver lectures and practical courses. Additionally, the University's Scientific Research and Creative Initiative Fund allows students to develop and seek funding for scientific or creative projects.

Description and Analysis - Programme 2 - Master's Educational Program in Digital Governance

The curriculum of the Master's program in Digital Governance is designed to align with its learning outcomes, integrating activities that promote the development of practical, scientific, and research skills. Key components include teaching practice, participation in scientific conferences, and a practical component worth 10 credits, allowing students to apply their academic competencies in real-world contexts. This component is crucial for expanding students' university knowledge and bridging the gap between theoretical understanding and practical application.

During their practical experience, students gain insights into the operations of their assigned practice sites, including the specific functions and management practices of the relevant organizational unit. They are required to maintain a practice diary that details their daily activities and tasks, which will culminate in a practice report submitted within a designated timeframe.

To further enhance the program's development and quality, the university strategically plans supplementary activities beyond the standard curriculum. These activities include participation in inter-university and international conferences, as well as training sessions and meetings with employers to help students cultivate a diverse skill set. Engaging with field specialists allows students to deepen their understanding of domestic processes and refine their research and communication skills. They learn to navigate relevant databases for information related to their research topics and develop competencies in structuring and critically analyzing data.

Opportunities for international exchange programs enable students to pursue additional studies at various higher education institutions abroad. Additionally, the University's Scientific Research and Creative Initiative Fund provides students with the chance to conceive and develop scientific or creative projects, offering pathways for funding and support.

It is crucial to highlight that the existing curriculum of the Master's Program in Digital Governance currently does not include a mandatory "Project Management" course, which is vital for equipping master's students with the skills necessary to achieve the program's learning outcomes. The integration of this course into the curriculum is recommended for the following reasons:

Project management is a fundamental competency in today's dynamic work environment, especially within the realm of digital governance, where students will likely engage in complex projects that require effective planning, execution, and monitoring. By making "Project Management" a mandatory course, the program would ensure that graduates possess the necessary knowledge and skills to manage projects efficiently, thereby enhancing their employability and readiness for the workforce. (Section 1.4, "Structure and Content of the Educational Program," provides further details on these recommendations).

Additionally, including a practical component within this course would provide students with hands-on experience that reinforces theoretical concepts. Practical training in project management would allow students to apply learned methodologies to real-world scenarios, facilitating a deeper understanding of project dynamics. Incorporating frameworks such as Agile, which emphasizes flexibility, iterative progress, and stakeholder collaboration, would be particularly beneficial in the fast-paced environment of digital governance. This approach not only enriches their learning experience but also fosters the development of critical soft skills, such as teamwork, leadership, and communication, which are essential for successful project execution in professional settings.

Moreover, a structured project management course with practical components can establish a framework for students to engage in collaborative projects, both within the university and with external organizations. This collaboration would enhance the quality of their learning and prepare them for future roles in public administration, where teamwork and effective stakeholder engagement are paramount.

In summary, the inclusion of a mandatory "Project Management" course, complemented by a robust practical component, would significantly enhance the curriculum of the Digital Governance Master's Program. This change would align with the program's learning outcomes and better prepare students for the challenges they will face in their professional careers.

Description and Analysis - Programme 3 Doctoral Education Program in Public Administration

The Public Administration PhD program is meticulously structured to develop both scientific and practical transferable skills. It comprises two foundational theoretical courses: Doctoral Research (8 credits) and Doctoral

Research Methodology and Thesis Architectonics (10 credits), which together establish a solid foundation for dissertation work and general research skills.

Doctoral research focuses on specific research methods tailored to doctoral students' inquiries, while Doctoral Research Methodology provides a comprehensive understanding of the research cycles and thesis design. Students enhance their transferable skills through various activities, including presenting scientific papers at colloquiums, publishing articles in peer-reviewed journals, and participating in international forums.

To bolster practical skills, the program includes teaching components in pedagogy and psychology, as well as the option for students to take on assistant professorships. Collaborative initiatives, such as partnerships with the European Scientific Institute, facilitate international engagement and publication opportunities for PhD students.

The university also supports student research endeavors through the establishment of scientific laboratories, promoting independent and interdisciplinary research. Additionally, the program emphasizes the importance of societal contribution by requiring students to publish articles and engage in community discourse.

Affiliation with the International University Agency of Francophonie provides further international mobility grants, enhancing research capabilities and communication skills. The blend of theoretical and practical experiences ensures the quality of research activities, with many doctoral thesis topics reflecting students' field experiences. The Scientific Research and Creative Initiative Fund further encourages innovation and exploration among PhD candidates

Evidences/Indicators

- Self-Evaluation report;
- ·Educational programmes and Syllabuses;
- Annex 2.6: Student Activities, Participation in Projects
- Annex 2.7: Memoranda
- Annex 2.13: Graduate Study
- Interview results.
-

General recommendations of the cluster: It is recommended that the university establish and maintain a comprehensive statistical framework to enhance the evaluation of student participation in various activities. This framework should disaggregate data by activity type, participation category (e.g., seminars, online/in-person events, workshops etc.), gender, and other relevant criteria, as well as track attendance numbers by year to observe dynamics over time.

General suggestions of the cluster:

1. Strengthen and expand partnerships with public organizations highly recommended. This can be achieved through networking events, collaborative projects that foster mutual interests and enhance the educational experience for students.

2. Establishment a regular schedule for reviewing and updating all MoUs to ensure they remain compliant with established standards and reflect the current needs of the industry. This proactive approach will help maintain the relevance and effectiveness of the practical components in the curriculum.

3. Enhance Employer Engagement and utilize positive feedback from employers to create structured engagement opportunities, such as advisory boards, guest lectures, etc. Involving employers directly will help integrate their insights into the curriculum and practical components.

4. Encourage collaboration with employers to develop innovative projects that can be integrated into the curriculum.

Recommendations and suggestions according to the programmes:

Programme 2 - Master's Educational Program in Digital Governance

Recommendation(s):

Suggestion(s): It is suggested to include a mandatory "Project Management" course, as detailed in Section 1.4, "Structure and Content of the Educational Program." Additionally, incorporating a practical component centered on Agile methodologies will further enhance students' hands-on experience, enabling them to effectively apply theoretical knowledge to real-world scenarios.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	X	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	**X**	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university has established a framework document to support the educational program by outlining tailored teaching and learning methods that align with the program's objectives and expected outcomes. This framework aids program personnel in effectively planning the implementation of their teaching disciplines, ensuring that the selected methods are appropriate for the educational level and conducive to achieving the prescribed learning outcomes for the training courses.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Bachelor's Educational Program in Public Administration and Policy

The Bachelor's program in Public Administration and Policy utilizes a diverse array of teaching methods to enhance learning effectiveness. These methods include lectures, practical work and working groups, synchronous online sessions, electronic resources, inductive and deductive reasoning, analysis, book studies, verbal explanations, demonstrations, independent study, discussions and debates, case studies, brainstorming sessions, heuristic approaches, teamwork, and the use of video materials with commentary.
The program's syllabuses carefully detail these teaching and learning methods, ensuring they align with course objectives and learning outcomes. This strategic alignment is essential for achieving both specific course objectives and broader program goals.

Programme 2 - Master's Educational Program in Digital Governance

In the Master's program in Digital Governance, lectures form a core teaching method, aimed at conveying cognitive information both through structured topics and through spontaneous discussions. The program employs two primary types of lectures: interactive lectures, which promote active dialogue to enhance systemic knowledge, critical thinking, and operational skills, and lecture presentations, which incorporate visual aids to support understanding and communication.
In group settings, students engage in thorough discussions to demonstrate their comprehension of lecture content, tackle complex subjects, share insights, and develop varied perspectives. They also participate in team activities, contributing to logical conclusions. Assessment methods include discussions, argumentative essays, problem seminars, analytical abstracts, forums, debates, decision trees, report presentations, and case analyses, among others.
Practical training emphasizes the application of theoretical knowledge to real-world situations, utilizing case studies, situational exercises, and problem-solving tasks. Situational modeling helps students cultivate practical skills in environments that closely resemble real-world contexts, reinforcing their theoretical understanding.
Teaching methods also incorporate electronic resources, enabling professor consultations, forum engagement on platforms like Nexus, and the online submission and evaluation of homework for students unable to attend in person. The directive learning approach allows students to independently complete essays, projects, and research tasks within the program's framework, promoting the development of independent research skills, including sourcing, analysis, and writing.
The syllabuses for the master's program clearly outline the teaching and learning methods employed, ensuring alignment with course objectives and learning outcomes.

Programme 3 - Doctoral Education Program in Public Administration

The university has implemented innovative teaching and learning methods for the doctoral program, particularly emphasizing the block-seminar and problem-seminar approaches introduced in 2011.

The block-seminar method is a core component of the doctoral curriculum, characterized by intensive sessions lasting 1-4 days, with intervals designated for independent student work. Students can choose thematic blocks that align with their interests, allowing for personalized learning experiences. This method fosters interdisciplinary collaboration by involving leading professors from various fields, enhancing the educational experience.

The problem-seminar method facilitates collaborative examination of specific topics within an academic group, where students identify relevant aspects, reach conclusions, and engage in independent work. This method encourages the systematic re-evaluation of existing knowledge, preparing students for their research and dissertation work.

Active teaching methods, including lectures and discussions, are integrated into courses such as Modern Higher School Pedagogy and Psychology, which prepare students for academic roles and modern pedagogical practices. The Methodology of Doctoral Research and Dissertation Architectonics course focuses on enhancing students' understanding of research methodologies through presentations and practical activities.

A standardized approach to the scientific-research component is established, ensuring regular interaction between doctoral students and their supervisors and facilitating independent research skill development. Additionally, an optional module standard allows students to select educational and scientific components that align with their interests, promoting academic freedom.

Overall, these structured methods and individualized consultations support doctoral students in their academic and research endeavors, fostering independence and accountability in their scholarly activities.

Evidences/Indicators

- Self-Evaluation report;
- Educational programmes and Syllabuses
- Annex 2.14: Teaching and Learning Methods ·
- Annex 2.15: Electronic Resources
- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the information presented in the self-assessment report and the interviews performed during the accreditation visit, it was concluded that the student evaluation process follows the prescribed protocols. Presented Programs include a detailed description of the evaluation system. Additionally, every syllabus includes criteria and procedures for evaluation that enable the assessment of how well students have accomplished the learning objectives.

The University employs an adequate, transparent and fair evaluation system of learning results, which is in accordance with the Georgian High education legislation and contributes to the improvement of the academic achievements of students as well as procedures for the defence and evaluation of the Master thesis is transparent, based on peer review by commission.

Students are evaluated on a 100-point system. The evaluation is composed of multiple components and is formulated in accordance with the 3rd Order of the Minister of Education and Science dated January 5, 2007 "On Approval of the Rule of Calculation of Higher Education Programs with Credits". During student assessment academic and invited staff involved in the implementation of the program are obliged to use the above-mentioned rule.

The following scheme is used for assessment:

Five types of positive evaluations:

(A) Excellent – 91-100 points

(B) Very Good – 81-90 points

(C) Good – 71-80 points

(D) Satisfactory – 61-70 points

(E) Sufficient – 51-60 points

Two types of negative evaluations:

(FX) Marginal Fail – 41-50 points, which means that the student needs more work to pass and is allowed to retake the final exam.

(F) Fail – 40 or less points, which means that the work done by the student is not sufficient and the course must be retaken.

The assessment components and methods of each study course take into account the specificity of the course, correspond to the learning outcomes of this course and provide an assessment of the achievement of the learning outcomes measured by evaluation criteria. Detailed information about the educational process is provided on the website of Grigol Robakidze University: (https://www.gruni.edu.ge/footer_content/index/325/1447832401)

The evaluation results are reflected in the electronic database (sgruni.ini.ge/), which ensures the students' awareness of the achieved results. Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement;

The doctoral program provides for periodic formative assessment of the progress of the doctoral student by his scientific supervisor. Dissertation theses are defended according to the procedures for the evaluation and defense of the dissertation in the University is public; The participation of an external evaluator is ensured in the evaluation of the thesis;

The doctoral educational program includes periodic formative assessments of the doctoral student's progress by their scientific supervisor. Dissertation theses are defended following the University's procedures for evaluation and defense. The participation of external evaluator(s) is ensured during the thesis evaluation. The defense of the thesis is conducted publicly. The process is regulated by the teaching and research components of doctoral educational programs and their corresponding assessment criteria. Above mentioned procedures are regulated with internal regulations: "University dissertation board and doctorates provision", and "Doctorates Statute". The same regulation documents clearly define the requirements for the academic style of the dissertation and are known in advance to the students

The university uses specific software for plagiarism detection - "Turnitin". According to the Regulation on the procedure for checking plagiarism, direct quotations should not account for more than 12% of the whole work. The existence of unconfirmed text is not allowed in the paper (0%). Plagiarism or academic fraud is detected by the school administration, lecturers, or individuals involved in the examination and evaluation of students' work. However, basis information received during the interviews the expert panel considers it important to increase student awareness on the allowed rate of plagiarism according to the HEI standards.

Grigol Robakidze University has a mechanism for the protection of student rights, students' appeal mechanisms related to the study process, academic and administrative bodies that are highlighted in the regulation of the educational process. Students are entitled to appeal the evaluation of their academic performance. If a student disagrees with the assessment of their learning outcomes—such as current evaluations, midterm/final/supplementary exams, tests, thematic projects, or other forms of assessment—they may file a reasoned complaint with the dean within three working days of receiving the evaluation result. The matter will then be reviewed by a sectoral commission appointed by the dean. This commission will examine the complaint and provide a conclusion. Based on the conclusion, the dean makes a decision or ensures that the issue is discussed at the faculty council.

The university quality assurance office periodically monitors the reliability and validity of student assessments. Evaluation results are analyzed and the results are utilized for the improvement of the study process.

The academic style required for the dissertation is clearly outlined by supervisors at the start of the writing process. Throughout this period, students receive guidance from their supervisors to adhere to these stylistic standards. This adherence to the prescribed academic style is an important factor considered during the evaluation of the dissertation's quality. Supervisors provide support and feedback to ensure that students effectively integrate these guidelines into their work, thereby enhancing the overall integrity and academic rigor of the dissertation.

Evidences/Indicators
○   Educational programmes;

- ○   Syllabi;
- ○   Electronic database (sgruni.ini.ge/);
- ○   University dissertation board and doctorates provision;
- ○   Doctorates Statute;University dissertation board and doctorates provision;
- ○   Interview results.
- ○

General recommendations of the cluster: It is recommended to increase student awareness on the allowed rate of plagiarism according to the HEI standards.

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	X	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	X	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	X	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	X	☐	☐

Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Grigol Robakidze University has established and developed student support and consulting services, regarding the planning of learning process, improvement of academic achievement, employment and professional development. . Dissemination of information to the students starts with the orientation meetings on the first day of the study process, especially for the freshmen students. Faculty and relevant program representatives meet them and provide information on all necessary issues. Also, staff involved in the programme and supporting departments provide students with relevant information regarding consultations available at the University.

The University provides all required spaces and equipment for the smooth functioning of the study process and ensures having student areas for extracurricular activities.

The students of the Grigol Robakidze University participate in international exchange programs, in the framework of ERASMUS+ funding or bilaterian agreement bases. The University provided the list of the exchange students from 2021 to 2024 years. The University also takes care of encouraging students who are outstanding in their studies, with high performance and results.

The university has a Student and Graduate Support Center under the Deputy Rector for Teaching, Learning, and Student Support, which provides students and graduates with professional orientation and other information events regarding employment and career development. Student and Graduate Support Center organises the employment forum once a year to attract potential employers and ensure cooperation with them. The potential employers are interviewed regarding the job calls, and their human resources officers or managers interview the students during the forum. The employment forum allows the students to share their skills and knowledge with

their potential employers and thereby manage their career development. Often, some organizations plan internship programs specifically for the university, and the most successful ones offer employment.

Grigol Robakidze University uses the following means to disseminate information: the university's websites (https://www.gruni.edu.ge/; https://sgruni.ini.ge/; https://nexus.gruni.ge/), university email, and individual/interpersonal communication with students.

Besides all above mentioned services also Academic, invited and other administrative staff are involved in advising students on the learning process as well as in various activities planned in the framework of the programme, which was confirmed during interviews with various stakeholders.

Evidences/Indicators
- Self-Evaluation Report;
- Workload, functions, responsibilities and job descriptions of people;
- Information on student involvement in various projects and activities;
- Information about student's participation in exchange programs;
- Websites; (https://www.gruni.edu.ge/; https://sgruni.ini.ge/; https://nexus.gruni.ge/)
- Interview results.
-

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Grigol Robakidze University has elaborated the regulatory documents of the rights and duties of the supervisor and co-supervisor of Master and Doctoral students based on the "Regulations of the Master's Degree" and "University dissertation board and doctorates provision ". According to the above-mentioned documents a supervisor conducts consultation with Master's and Doctoral students on a regular basis. The frequency of the consultations is relevant to the specificity of the programme and research topic. Master's students are guided by qualified specialists in the field who have relevant publications, scientific activities, creative and research projects, etc. The master's thesis can be supervised by the academic and invited professor involved in the program. Students are free to choose the topic and the scientific supervisor; in this part, the topic of the thesis is a kind of filter, the student should select the head of the appropriate qualification according to the topic.

As for the doctoral level, the scientific supervisor of the doctoral student can be a faculty professor or associate professor (including invited), emeritus, or scientist / academic doctor who has scientific research experience in the direction of the research topic of the doctoral student. The doctoral student chooses a scientific supervisor himself, who provides support for the process of conducting scientific research-oriented work through recommendations and guidance. Also, the supervisor carries out quantitative and qualitative monitoring of the activities provided for by the individual plans of the doctoral student, ensures that the research is directed in the right direction, and conducts consultations.

The scientific supervisor of Master's and Doctoral students is also obliged to help the student in the process of integration into the local and international scientific/creative field. According to the university's regulation requirements, the research supervisor can simultaneously guide no more than 5 students.

In order to prevent plagiarism, the University uses " Turnitin" plagiarism detector. Regulation on the procedure for checking plagiarism encloses the procedures and requirements for bachelor, master and Doctorate level student's works (Literature, auxiliary literature, monograph, article, dissertation, master's thesis, bachelor's thesis).

The Grigol Robakidze University has developed a methodology for the ratio of the number of supervisors of MA/Doctoral theses to the number of Master's and Doctoral students of the MA and Doctoral programmes.

HEI has implemented a set of mechanisms designed to assess the effectiveness of thesis supervisors and co-supervisors in their roles. These mechanisms take into account several critical aspects of the supervisors' responsibilities.

Description and Analysis - Programme 2 (Digital Governance, Master Program)

The ratio of scientific supervisors and master's students in the master's "Digital Governance" is 7/0. The basis for the successful completion of the research component by the student within the mentioned program is the timely fulfilment of all the stages within the framework of the obligations and responsibilities assigned by the scientific supervisor, which is given in the regulation of the Grigol Robakidze University on the master's degree.

Data related to the supervision of master's/doctoral students **Programme 2 (**Digital Governance, Master Program**)**[7]	
Number of master's/doctoral theses supervisors	7/0
//Number of doctoral thesis supervisors	n/a
Number of master's students	n/a
//Number of doctoral students	n/a
Ratio - supervisors of master's theses/master's students	7/0
Ratio - supervisors of doctoral theses/doctoral students	n/a

Thesis supervisors guide students during the whole process of writing by assisting to choose an appropriate research topic and develop a comprehensive plan, as well as compile relevant bibliographic resources. This foundational support is essential for setting the stage for successful research. As the student progresses, the supervisors are tasked with continuously monitoring the development of the thesis. They provide regular feedback and are available to assist in realigning the student's approach if the research begins to stray from its intended direction. This ongoing engagement ensures that students remain on track and can address any challenges that arise during their work.

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[7] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Finally, upon the thesis's completion, the supervisors are expected to deliver a thoughtful evaluation that reflects their insights into the student's research and writing. By evaluating these key responsibilities, the university aims to ensure that its mechanisms effectively measure the quality of guidance and support provided by thesis supervisors and co-supervisors throughout the research process.

Description and Analysis - Programme 3 (Public Administration, Doctoral Program)

The ratio of scientific supervisors and Doctorate students in the "Public administration" doctoral programme is 7/8, which means that one scientific supervisor supervises 1 or 2 doctoral students; the methodology ensures effective management of the supervision.

Data related to the supervision of master's/doctoral students Programme 3 (Public Administration, Doctoral Program)[8]	
Number of master's/doctoral theses supervisors	0/7
//Number of doctoral thesis supervisors	7
Number of master's students	n/a
//Number of doctoral students	8
Ratio - supervisors of master's theses/master's students	n/a
Ratio - supervisors of doctoral theses/doctoral students	7/8

The university has established comprehensive mechanisms to evaluate the effectiveness of academic and research guidance provided to doctoral students throughout their educational journey.

The process begins with monitoring students' academic activities before they engage in scientific research. Guidance is offered in areas such as topic selection for seminars and recommendations for additional training when needed. Ongoing consultations cover critical research matters, including design, management, and the development of scientific papers, including the dissertation.

Support includes assistance in formulating dissertation research projects, individualized plans, and bibliographies. Regular meetings are scheduled to discuss research progress, identify challenges, and provide constructive feedback and suggestions to enhance research effectiveness.

At the end of each semester, reports summarizing student progress are compiled and submitted to the relevant academic councils for review. Concerns regarding procedural issues that may adversely affect evaluations are

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[8] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

addressed. The research supervisor participates in the meeting of the attestation-expert committee, holding an advisory vote

Additionally, evaluations are conducted regarding students' academic performance and personal qualities, with the right to decline supervision if necessary, accompanied by appropriate justification.

These mechanisms aim to ensure high-quality support and guidance for doctoral students, promoting their success and development throughout their academic and research endeavors.

In general, it can be concluded that university has implemented a comprehensive framework for evaluating the performance of supervisors and co-supervisors involved in MA and doctoral theses. This framework includes regular feedback from students, monitoring of academic progress, and reviews of thesis outcomes. Evaluation criteria may also encompass the supervisor's accessibility, guidance quality, and adherence to timelines. These mechanisms ensure that the supervision and co-supervision processes are effective, fostering the academic and professional growth of students while promoting excellence in research supervision.

Evidences/Indicators

○ Self-Evaluation Report;
○ Documents confirming the qualifications of supervisors of master's and doctoral students;
○ Regulations of the Master's Degree;
○ "University dissertation board and doctorates provision"

○ Doctorates Statute;Regulation on the procedure for checking the plagiarism;

○ Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

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

Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.

The implementation of the clustered programs is assigned to highly qualified academic and invited personnel who are engaged in ongoing research activities and have valuable practical experience, reflected in CVs provided. Academic and visiting staff involved in the programs extend their efforts beyond scheduled class hours by offering student counseling and participating actively in program development. They are members of the

program committee, where they discuss, evaluate, and monitor program outcomes, implement necessary changes, and foster collaboration with employers and alumni.

The workload for academic and affiliated staff is defined with specific minimum and maximum limits based on their training, scientific qualifications, and university requirements.

Affiliated staff working in government or non-government organizations significantly enhance the quality of education and research through their practical experience. As a result, their overall workload—including teaching and research duties—can be up to 40%. Their teaching responsibilities may be restricted to lectures unless stated otherwise, in which case seminars or practical classes may be led by an assistant or invited specialist, who collaborates with the affiliated professor to prepare relevant teaching materials and evaluate student performance.

For non-affiliated academic staff, their workload includes various tasks such as supervising Bachelor's topics, advising Master's and doctoral students, reviewing and opposing scientific papers, and engaging in other research activities on behalf of the university.

The teaching, methodological, and research workload for affiliated staff is established according to an individual plan, created using a specialized format as stipulated by the University Quality Management Regulations within the specified timeframe.

Invited personnel have a teaching load limited to a maximum of 10 contact hours per week for lectures, seminars, or practical sessions. They are responsible for ensuring that all necessary teaching materials are prepared in advance, in coordination with either the course's lead associate professor or, if they are teaching independently, with the program head and the school's quality assurance coordinator.

Program students benefit from administrative and support services provided by a team of 15 administrative and 84 support personnel, including center heads, specialists, and coordinators, to ensure effective assistance and guidance.

The overall execution of the programmes is performed by the School of Public Administration and Politics, the primary educational unit. Various structural units within the university administration are also actively involved in the programmes implementation process, operating within their designated areas of authority as per relevant regulations.

The university rector directly supervises the Dissertation Council and its executive body, with the exception of the dissertation defense process. Support staff, including a learned Secretary of the Dissertation Council appointed by the rector, are responsible for documenting the dissertation defense proceedings.

A dedicated team at the university coordinates doctoral programs, which includes a doctoral mentor role. This position, filled by a member of the academic staff, assists doctoral students in adapting to program standards, offers guidance on university regulations, conducts training on individual work plans and self-reports, advises on educational and scientific components, and maintains regular electronic communication with each student.

Description and Analysis - Programme 1 (BA Program in Public Administration and Policy)

The Bachelor's program in Public Administration and Policy is backed by a sufficient number of qualified academic and invited staff, ensuring the effective delivery of the educational curriculum, successful scientific research, and the fulfillment of various assigned tasks. This combination of academic and invited personnel supports the program's sustainability. A total of 58 professors and lecturers are engaged in the program, which includes 9 professors (all affiliated), 23 associate professors (20 of whom are affiliated), 3 assistant professors (all affiliated), 1 assistant (affiliated), and 22 invited professors. The ratio of academic staff to invited personnel is 36 to 22.

The program is led by a Doctor of Public Administration and Professor, who possesses the expertise and experience necessary for program development and implementation. The head is actively involved in the

program's execution and is certified as a trainer in ethics and Whistleblower Protection by the German Academy of Civil Servants (dbb Academy). Furthermore, she trains on Georgian public service law and corruption prevention mechanisms. She has authored a textbook titled "Ethics and General Rules of Conduct in Public Service" and has contributed to various scientific articles and research projects.

Programme 1 (BA Program in Public Administration and Policy)[9]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[10]	Including the staff holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Total number of academic staff	58	20	22	33
- Professor	9	3	6	9
- Associate Professor	23	6	11	20
- Assistant-Professor	3	2	1	3
- Assistant	1	1	–	1
Invited Staff	22	8	4	—
Scientific Staff	–	–	–	—

Description and Analysis - Programme 2 (MA Program in Digital Governance)

The Master's program in Digital Governance is supported by a well-balanced team of academic and invited personnel, ensuring the effective delivery of the educational curriculum, scientific research, and other related functions. A total of 15 professors and lecturers contribute to the program, including 2 affiliated professors, 6 associate professors (5 of whom are affiliated), 1 assistant professor, and 6 invited professors. The ratio of academic staff to invited personnel is 9 to 6.

The program is led by a professor who holds a Doctor of Law degree, earned in 2002, and has been a professor since 2005. He has held prominent positions in both academia and policy. From 2018 to 2020, he served as the Director-General of the Shota Rustaveli National Science Foundation of Georgia, where he led the scientific component of educational reform.

Since September 2020, he has also been the head of the BTU doctoral program "Digital Governance and Artificial Intelligence in the Public Sector. Additionally, since 2023, he has represented the academic sector on the Public Reform Commission of the Government of Georgia.

He has taken on leadership and expert roles in several international and local grant projects since 2023, including initiatives such as the USAID National Governance Program, USAID Rule of Law, the Friedrich Ebert Foundation, and a local CIF scientific grant..

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[9] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[10] Staff implementing the relevant components of the main field of study

[11] Staff with relevant doctoral degrees implementing the components of the main field of study

The head of the program has a strong track record of publications, including 6 books and 40 scientific articles covering topics such as private international law, Digital Governance, Technology Law, and legal issues related to artificial intelligence.

Programme 2 (MA Program in Digital Governance)[12]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	15	14	4	7
- Professor	2	2	1	2
- Associate Professor	6	4	1	5
- Assistant-Professor	1	1	1	–
- Assistant	–	–	–	–
Invited Staff	6	4	1	—
Scientific Staff	–	–	–	—

Description and Analysis - Programme 3 (Name and Level)

The Doctoral Program in Public Administration is backed by a well-rounded team of academic and invited personnel, ensuring the effective execution of the educational curriculum, scientific research activities, and other related functions. A total of 11 staff members are involved in the program, including 5 professors (3 of whom are affiliated), 5 associate professors (4 of whom are affiliated), and 1 assistant professor.

The program is led by a Doctor of Public Administration and Professor, who possesses the expertise and experience necessary for program development and implementation. The head is actively involved in the program's execution and is certified as a trainer in ethics and Whistleblower Protection by the German Academy of Civil Servants (dbb Academy). Furthermore, she trains on Georgian public service law and corruption prevention mechanisms. She has authored a textbook titled "Ethics and General Rules of Conduct in Public Service" and has contributed to various scientific articles and research projects.

Programme 3 (PhD Program in Public Administration)[15]

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff

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[12] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[13] Staff implementing the relevant components of the main field of study

[14] Staff with relevant doctoral degrees implementing the components of the main field of study

[15] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

academic, scientific, and invited staff)		sectoral expertise[16]	the sectoral direction[17]	
Total number of academic staff	11	7	5	7
– Professor	5	3	2	3
- Associate Professor	5	3	2	4
- Assistant-Professor	1	1	1	–
- Assistant	–	–	–	–
Invited Staff	–	–	–	—
Scientific Staff	–	–	–	—

Evidences/Indicators

○   CVs of personnel
○   Self-evaluation report
○   Personnel Load Scheme

General recommendations of the cluster: None

General suggestions of the cluster: Consider increasing publishing activity of academic staff in internationally recognized peer-reviewed journals.

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐

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[16] Staff implementing the relevant components of the main field of study

[17] Staff with relevant doctoral degrees implementing the components of the main field of study

Programme Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

For their master's thesis, students select a research supervisor who holds a doctoral degree in the discipline, and who is either a professor, associate professor, or emeritus at GRUNI. The chosen supervisor should have relevant research experience related to the thesis topic, demonstrated through monographs, books, and publications.

Similarly, doctoral students choose a scientific supervisor for their dissertation. This supervisor must hold a doctoral degree in the area of the topic and be a professor, associate professor, or emeritus at GRUNI, with research experience pertinent to the student's dissertation topic. Depending on the specifics of the research, students may also be assigned a second supervisor from another university, including international institutions, or one or two consultants from external organizations. While these consultants do not necessarily need academic or scientific degrees, they should possess relevant practical experience.

The qualifications of both master's and doctoral supervisors are verified through their personal records, which showcase their academic degrees and history of scientific research in the relevant field.

Programme 2 (MA Program in Digital Governance)[18]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[19]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	8	2	7
– Professor	2	1	2
– Associate Professor	6	1	5
– Assistant-Professor	–	–	–
Invited Staff	–	–	—
Scientific Staff	–	–	—

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[18] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[19] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 (PhD Program in Public Administration)[20]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[21]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	4	7
- Professor	5	2	3
- Associate Professor	5	2	4
- Assistant-Professor	–	–	–
Invited Staff	–	–	—
Scientific Staff	–	–	—

Evidences/Indicators

○   CVs of personnel

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	☐	☐	☐

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[20] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[21] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

Staff evaluation process at GRUNI differentiates between administrative staff and academic staff. To motivate administrative and support staff, the primary focus is on the quality of work delivered. In contrast, the evaluation of academic staff considers factors such as educational activities, methodological organization, scientific research, community engagement, and student feedback. The criteria for assessing and motivating administrative and support personnel are detailed in the annex of the internal labor regulations, while academic and scientific activities are governed by standards of scientific work and the quality assurance policy.

The university has implemented a unified assessment system to enhance staff effectiveness. Its goals include: Identifying the functional roles of staff in advancing the university's mission and strategy and evaluating the alignment of financial costs with the actual volume of activities performed;

Assessing not only personnel compliance with their current roles but also their potential for growth and the efficient utilization of labor resources;

Establishing a basis for reviewing and optimizing staff schedules;

The university evaluates personnel across three main areas: administrative, informational, and motivational:

● Administrative - covers decisions regarding promotions, transfers, dismissals, or structural optimization of personnel.

● Informational - involves collecting data on work efficiency, qualifications, and workload, and making necessary adjustments.

● Motivational - aims to facilitate salary increases, career advancement, and opportunities for personal fulfillment.

Professional development is a key aspect of the quality assurance system, ensuring that employees' skills and knowledge meet contemporary standards. This ongoing process includes academic, invited, auxiliary, and administrative staff and serves as the foundation for the personnel development policy.

The professional development system encompasses a wide range of activities: A. Evaluation of candidates for job vacancies. B. Social adaptation process for new employees. C. Continuous assessment of current staff. D. Organization of formal and informal educational opportunities for personnel. E. Individual professional growth initiatives.

The professional development policy outlines clear principles and determinants for growth such as - A comprehensive and integrated system for professional development; Flexibility in educational offerings; Social and career incentives for staff; Voluntariness and responsibility in participation.

Determinants for professional development are: A. Adoption of new technologies and methods in the teaching-learning process; B. Updates to legislation and internal university regulations affecting governance; C. Quality indicators related to personnel's scientific and professional achievements; D. Unique and original experiences among staff; E. Competitive dynamics in the educational sector; F. New educational requirements and standards; G. Outcomes from evaluations of personnel performance.

The university acknowledges that high staff motivation is essential for quality performance, loyalty to the

university, and the demonstration of responsibility and initiative. Therefore, the internal labor regulations outline incentive principles that support various forms of recognition.

Forms of Incentives Include: A. Bonuses; B. Salary increases; C. Certificates of appreciation D. Establishment of award nominations; E. Various types of gifts; F. Promotions.

To support scientific and research activities at the university, GRUNI has created a fund dedicated to the development of research and creative initiatives, funded by the university and other organizations.

To date, the university has conducted a variety of professional development activities, including training sessions, webinars, internships, and international mobility initiatives, such as:

● A fundamental research grant titled "The Role of Renewable Energies in the Development of Green Business in Georgia".

● The Joint International Multidisciplinary Forum of GRUNI and the European Research Institute, held annually for the ninth consecutive year in Georgia, in Tbilisi and Batumi. Local and international professors actively participate each year, with the 2023 event attended by representatives from the United States, Turkey, and the European Union.

● Postdoctoral Projects: The university has established a postdoctoral institute as a vital tool for attracting talented individuals to GRUNI. During the reporting period, GRUNI hired two postdoctoral fellows, whose contributions significantly benefit both the university and their own career development.

● A research trip to Harvard University Business School in Boston, funded by the university.

Evidences/Indicators

○ Self – Evaluation Report
○ Interviews conducted during accreditation visit
○ Professional training plan
○ Personnel professional development policy
○ Standard of scientific research activities
○ University web-page
○

General recommendations of the cluster: None

General suggestions of the cluster: Consider increasing students' involvement in research and scientific activities.

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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

Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university's resources are dedicated to fulfilling its educational aims, addressing the needs of educational programmes and research activities, and accommodating current and future student populations. Accessibility for individuals with special educational needs is also prioritized.

The university's facilities provide a supportive environment for students and staff, aiding in the achievement of educational and research goals as defined in its mission and programmes. Educational and scientific research activities for clustered programmes are conducted in both campuses - Tbilisi and Batumi:

Central Campus - Located at Irina Enukidze Street #3 in Tbilisi, the central campus features a well-equipped foyer, relaxation areas, auditoriums for theoretical and practical studies, administrative and storage spaces, group work areas, sanitary facilities, and a library that is expanding with a new building covering over 350 square meters. Laboratories are designed for specific fields of study, and the strategic layout of storage spaces enhances educational and administrative efficiency. Classrooms and laboratories are outfitted with appropriate furniture and equipment, including computers, Android TVs, and other essential resources.

Batumi Campus - Situated at King Tamar Street #60, the Batumi campus encompasses comprehensive facilities across three floors in two buildings. These include sitting areas, auditoriums for both theoretical and practical learning, administrative offices, spaces for student events and self-governance, group work areas, a library, and specialized laboratories like a mock courtroom and Mediation Center. The campus also offers professional training spaces (Training Center), study rooms, storage areas, and well-equipped sanitary facilities.

Educational spaces are equipped with suitable furniture, computers, projectors, and other necessary resources. The Training Center's auditorium, used for online meetings, features an Android TV. To ensure electrical safety and reliability, electric stabilizers are installed throughout the institution. The campus benefits from ample natural light and 24-hour artificial lighting to maintain a well-lit atmosphere.

The university library includes areas for shared reading, group and individual study, computer access, a book depository, and a material processing room, providing a versatile learning environment. The library is managed by a director and five staff members, including two librarians in Batumi, who are responsible for its operations and supporting the academic community.

The library's Reading Room is well-equipped with a catalog organized according to library standards, an inventory book, and a registration journal, ensuring a structured and accessible research environment.

The library's collection of books and electronic resources aligns with the required reading lists of courses in the educational programs. This guarantees students have access to necessary materials for their learning and research. The library regularly updates its resources to stay current with developments across various academic fields. New acquisitions, whether books or electronic materials, are promptly communicated to students through the library's website and the electronic academic management system "Nexus." Currently, the electronic library contains a comprehensive collection of 3,535 teaching materials, including both textbooks and hard copy versions.

The library renews agreements annually with various scientific databases to ensure uninterrupted access to resources for students and faculty. Through a partnership with Innovative Systems Management LLC, the university community can access the EBSCO EP Package ELITE. The library also maintains an annual subscription to Hein Online, providing a wide range of multidisciplinary periodicals and international legal materials.

Additionally, access to Elsevier databases, including ScienceDirect and Scopus, is available. This extensive array of databases supports the research, learning, and teaching needs of the university's academic community.

The university's budget systematically allocates necessary financial resources for library operations and ongoing development. Since 2019, funding for library services has nearly doubled, demonstrating the institution's commitment to enhancing library facilities and resources.

To further enhance engagement, the university utilizes 18 projectors and 60 smart TVs in lecture halls and seminar rooms. These technologies support the presentation of lecture materials, creative works, educational videos, and events, enriching the overall educational experience.

Evidences/Indicators

- Documents of possessing material resources;
- Facility Observation;
- University Web-site
-

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in	X	☐	☐	☐

Public Administration and Policy				
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

The Programmes under the cluster are financially sustainable, the budgets allocated are in line with the needs of the programmes.

The budget for the educational programs has been approved by a legal act from the university rector. This approval facilitates program development, resource acquisition, staff recruitment and retraining, implementation of exchange projects, and other investment-related measures.

A key source of financial resources is the tuition fees paid by students, along with funds generated by other university departments. Additionally, the university will seek extra funding in accordance with current legislation. Specifically, the university receives financial support from the following entities: the Ministry of Education, Science, and Youth of Georgia; the Government of Ajara; the Government of Abkhazia; and Tbilisi City Hall.

Description and Analysis - Programme 1 (BA Program in Public Administration and Policy)

Total Budget for the BA Program in Public Administration and Policy equals to 420,000.00 GEL that includes the following budget lines: Reimbursement of teaching and invited staff – 229,615.00 GEL; International Mobility – 10,000.00 GEL; Development of training and technical base – 28,000.00 GEL; Support for Scientific Research Activities – 13,500.00 GEL and other budget lines related to renewal of library resources; support for participation in practical clinics and etc.

The programme budget as well as interviews conducted during accreditation visit stating that in the case of a need programme will be funded by the central university budget, ensures financial sustainability of the programme and its smooth implementation.

Description and Analysis - Programme 2 (MA Program in Digital Governance)

Total Budget for the MA Program in Digital Governance equals to 190,000.00 GEL that includes the following budget lines: Reimbursement of teaching and invited staff – 110,500.00 GEL; International Mobility – 5,000.00 GEL; Development of training and technical base – 5,000.00 GEL; Support for Scientific Research Activities –

4,000.00 GEL and other budget lines related to renewal of library resources; support for participation in practical clinics and etc.

Financial sustainability is ensured by both programme budget and central university budget.

Description and Analysis - Programme 3 (PhD Program in Public Administration)

Total Budget for the MA Program in Digital Governance equals to 39,000.00 GEL that includes the following budget lines: Reimbursement of teaching and invited staff – 27,000.00 GEL; International Mobility – 3,500.00 GEL; Development of training and technical base – 1,500.00 GEL; Support for Scientific Research Activities – 1,500.00 GEL and other budget lines related to renewal of library resources; support for participation in practical clinics and etc.

In the case of a need the programme will be financially supported by the central University budget.

Evidences/Indicators

- ○   Budgets of the programmes
- ○   Interviews conducted during accreditation visit
- ○

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	X	☐	☐	☐
Programme Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	X	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university's quality assurance process is managed by the Quality Assurance Service, which aims to foster an understanding of the importance of quality and cultivate a shared vision among all members of the university community. The Quality Assurance Service conducts activities in several core areas, including: Assessment of Educational Quality; Analysis and Evaluation of Professional Development; Student Support Evaluation; Assessment of Research Quality; Evaluation of Activities for Societal Needs.

The objectives, tasks, procedures, and responsibilities of stakeholders involved in the development of educational programs are outlined in the document titled "Educational Program Standard." This document details the processes for planning, designing, developing, and evaluating educational programs step-by-step.

The internal quality assurance mechanisms at the university operate according to the "Plan, Do, Check, Act" principle and ensure the involvement of all stakeholders in the planning and evaluation processes of educational programs. This involvement is primarily achieved through regular surveys of students, academic and invited staff, graduates, and potential employers.

However, interviews revealed that the involvement of staff and other stakeholders in planning the quality assessment process and developing assessment tools and mechanisms for cluster programs is not sufficiently intensive. This is evident from the vague or, in some cases, limited understanding expressed by academic and invited staff regarding university-wide and program-specific learning outcome assessment mechanisms and program evaluation regulations. Moreover, the existing learning outcomes evaluation mechanisms reveal inaccuracies and illogical connections between courses and learning outcomes (e.g., in the curriculum map). For example, in the curriculum map of the Bachelor's program in Public Administration and Policy, the logic for achieving learning outcomes 3.1 and 3.2 is violated. According to the map, these learning outcomes are addressed (at the levels of introduction, deepening, and reinforcement) in the third semester, while at the same time, the same learning outcomes are introduced at the introduction level in the sixth semester in the "Municipal Governance (Preclinical)" course. The same issue can be noted with respect to learning outcome 1.1. It is essential for the program's curriculum to organize courses by semester with a progression from simple to complex. The curriculum map should align with this logic, where introductory courses are taught first, followed by courses aimed at deepening and reinforcing knowledge to achieve the learning outcomes effectively.

In the curriculum map of the Master's program in Digital Governance, learning outcome 2.1 is not addressed at any level, while learning outcomes 3.1 and 3.2 are only achieved at the reinforcement level through the master's thesis. Furthermore, learning outcomes 2.3, 2.4, and 2.5 are not achieved at the three levels (introduction, deepening, or reinforcement). The doctoral program's curriculum map also requires revision. Specifically, learning outcome 2.4 is developed only at the reinforcement level, without addressing its introduction and deepening stages. Considering the requirements set forth in the Accreditation Manual and Standards by the National Center for Educational Quality Enhancement, the curriculum maps of the presented programs need to be revised and clarified.

It is recommended that the Quality Assurance Service increase engagement with academic and invited staff to ensure their effective participation in developing program assessment and quality assurance mechanisms. For this purpose, it is important for the Quality Assurance Office to conduct workshops with those involved in program implementation and evaluation.

The Quality Assurance Service continuously implements innovations within the university and its educational programs. To support this effort, training sessions are periodically held on modern teaching and assessment methods, research quality, academic integrity, and more. In response to current challenges, it would be beneficial if the Quality Assurance Service initiated training for university administrative and academic staff on the

effective use of artificial intelligence. Additionally, incorporating an elective course on artificial intelligence into the programs' curricula would be desirable.

Evidences/Indicators

○　　Self-Evaluation Report;
○　　Educational Programs;
○　　The Study Courses Syllabi;
○　　Quality Assurance policy;
○　　Educational Program Standard;
○　　Educational Programs Evaluation Plans;
○　　Interview Results.

General recommendations of the cluster: It is recommended that the Quality Assurance Service increase engagement with academic and invited staff to ensure their effective participation in developing program assessment and quality assurance mechanisms. For this purpose, it is important for the Quality Assurance Office to conduct workshops with those involved in program implementation and evaluation.

General suggestions of the cluster: It would be beneficial if the Quality Assurance Service initiated training for university administrative and academic staff on the effective use of artificial intelligence. Additionally, incorporating an elective course on artificial intelligence into the programs' curricula would be desirable.

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	**X**	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	**X**	☐	☐

Programme 3 Doctoral Education Program in Public Administration	☐	**X**	☐	☐

External Quality Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The external quality evaluation mechanism for the university is carried out through the authorization and accreditation processes implemented by the National Center for Educational Quality Enhancement. Authorization of a higher education institution is a mandatory external mechanism to ensure the quality of higher education, while accreditation is an external evaluation process that assesses the compliance of educational programs with established standards. The program team generally considers the recommendations provided by experts during authorization and accreditation, implementing appropriate changes to the programs. According to the Self-Evaluation Report of the cluster submitted by the Higher Education Institution, along with the supporting documentation and interviews conducted during the accreditation visit, the programs were evaluated by both local and international experts from partner universities and the labor market. However, the evaluations were conducted on an individual basis, rather than from a cluster perspective. In the reports provided by the external evaluators, the objectives, learning outcomes, curricula, and courses of the Master's programs were carefully analyzed. However, the evaluation reports for the Bachelor's and PhD programs lack an in-depth analysis of program objectives, learning outcomes, curricula, and training courses. In the external evaluation process, it is recommended to evaluate programs in clusters and conduct an in-depth study of programs components.

Notably, some valuable and important recommendations have not been implemented in the programs. For example, in the Digital Governance Master's program, recommendations from a peer expert to make certain courses mandatory - such as "Research Methods," "The Role of European Integration and European Institutions in the Development of European Integration," "The Status of Public Servants, Their Professional Ethics in National and International Practices," "Comparative Digital Governance," among others - were not adopted by the program team. Similarly, recommendations concerning the practical course component were also not implemented. Implementing these changes would ensure better alignment between the curriculum and the intended learning outcomes. It should also be noted that strengthening the practical component has been identified as a significant challenge by both students and graduates at the bachelor's and master's levels. For program development purposes, it is recommended to implement the recommendations provided by peer experts.

Evidences/Indicators

○   Self-Evaluation Report;
○   Educational Programs;
○   The Study Courses Syllabi;
○   External evaluation reports;
○   Interview Results.

General recommendations of the cluster: For the further development of the programs, a meaningful and comprehensive external evaluation that includes both cluster-based and individual external evaluations would be recommended.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any):

Programme 2 - Master's Educational Program in Digital Governance

Recommendation(s):   For program development purposes, it is recommended to implement the recommendations provided by peer experts.

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	**X**	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	**X**	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	**X**	☐	☐

5.3. **Programme Monitoring and Periodic Review**

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers

and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The monitoring and periodic evaluation of programs at the university are conducted according to the rules and procedures established by the Quality Assurance Service. The primary goals of educational program monitoring and evaluation are to assess implementation quality, teaching, learning, and research processes, university services, and alignment with labor market needs. To achieve this, the following mechanisms have been introduced:

1.   A performance evaluation system for academic, invited, and administrative staff
2.   A mechanism for monitoring students' academic performance and using these insights to improve programs
3.   Mechanisms for evaluating and enhancing educational programs with the participation of academic and invited staff, students, graduates, and employers
4.   Self-assessment forms and questionnaires
5.   An educational program evaluation plan, among other tools

To facilitate program evaluation and improvement, the Quality Assurance Service has developed educational program standards, along with specific monitoring and evaluation forms. Before approving any educational program, the Quality Assurance Service assigns experts to review its compliance with the National Qualifications Framework and university standards. These experts also assess the qualifications of academic and invited staff involved in the program to ensure they meet required standards. Furthermore, they evaluate whether the program's objectives, outcomes, and curriculum (including the course syllabi) are supported by adequate training resources, providing recommendations where necessary.

The presented programs are modified and adapted based on an analysis of assessment results. Periodic evaluations of academic and invited staff are conducted through pre-determined classroom observations carried out by peers, particularly the program supervisor, within the same program. Accordingly, the university has already undertaken several activities for the ongoing monitoring and evaluation of programs. These include students' surveys to assess satisfaction with courses and lecturers, graduates' satisfaction survey, a study on the satisfaction levels of academic, administrative and invited staff, and an analysis of students' academic performance by year. Additionally, a labor market study has been conducted to understand employer needs and requirements; the program staff has been evaluated by program managers; and comparisons have been made with similar programs in Georgia and abroad. Finally, the university has implemented a practice for master's and doctoral students to evaluate the implementation of scientific-research component and their scientific supervision.

It is important to note that unlike the bachelor's and master's programs presented in the cluster, the doctoral program was only compared with programs existing in the Georgian educational space, while its objectives, learning outcomes, and curriculum were not compared with similar programs abroad. Component 5.3 of the 5th

standard of higher education program accreditation requires that programs be periodically compared with similar programs internationally to ensure alignment with modern standards and best practices. For the further development of the doctoral program and to incorporate the latest scientific knowledge in public administration, as well as to implement best international practices, it is recommended to compare this program with similar offerings at leading Western universities.

Evidences/Indicators

○   Self-Evaluation Report;
○   Educational Programs;
○   The Study Courses Syllabi;
○   Quality Assurance policy;
○   Educational Program Standard;
○   Labour market research;
○   Similar Programs Benchmarking;
○   Questionnaire forms;
○   Educational Programs Evaluation Plans;
○   Interview Results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any):

Programme 3 - Doctoral Education Program in Public Administration

Recommendation(s): For the further development of the doctoral program and to incorporate the latest scientific knowledge in public administration, as well as to implement best international practices, it is recommended to compare this program with similar offerings at leading Western universities**.**

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in	**X**	☐	☐	☐

Public Administration and Policy				
Programme 2 Master's Educational Program in Digital Governance	X	☐	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Public Administration and Policy	☐	X	☐	☐
Programme 2 Master's Educational Program in Digital Governance	☐	X	☐	☐
Programme 3 Doctoral Education Program in Public Administration	☐	X	☐	☐

Attached documentation (if applicable): N/A

Name of the higher education institution: Grigol Robakidze University

Name of Higher Educational Programmes, Levels: Public Administration and Policy, Bachelor Program; Digital Governance, Master Program; Public Administration, Doctoral Program

Compliance of the programmes with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 Bachelor's Educational Program in Public	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

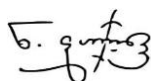|					
Administration and Policy					
Programme 2 Master's Educational Program in Digital Governance	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 3 Doctoral Education Program in Public Administration	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Natalie Aleksandra Gurvits-Suits

Of the member(s) of the Accreditation Experts Panel

Nino Parsadanishvili

Kristine Chikhladze

Elene Grigolia

Giorgi Merabishvili