



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Name of Educational Programme, Level of Education

Social Sciences – Modern Georgia, Bachelor's degree

Name of Higher Education Institution

LEPL Ivane Javakhishvili Tbilisi State University

Evaluation Date(s)

21 January 2026

Report Submission Date

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Final Report – 11 March 2026

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Information about a Higher Education Institution ¹

| | |
|--|---|
| Name of Institution Indicating its Organizational Legal Form | Ivane Javakhishvili Tbilisi State University (Legal Entity of Public Law, LEPL) |
| Identification Code of Institution | 204864548 |
| Type of the Institution | University |

Expert Panel Members

| | |
|---|---|
| Chair (Name, Surname, HEI/Organisation, Country) | David Duenas-Cid, Kozminski University, Poland |
| Member (Name, Surname, HEI/Organisation, Country) | Keti Tskhadadze, The University of Georgia, Georgia |
| Member (Name, Surname, HEI/Organisation, Country) | Natia Gegelashvili, East European University, Georgia |
| Member (Name, Surname, HEI/Organisation, Country) | Ilia Botsvadze, European University, Georgia |

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

I. Information on the education programme

| | |
|---|--|
| Name of Higher Education Programme (in Georgian) | სოციალური მეცნიერებები: თანამედროვე საქართველო |
| Name of Higher Education Programme (in English) | Social Science: Modern Georgia |
| Level of Higher Education/programme | Bachelor's Studies |
| Qualification to be Awarded ² | Bachelor of Social Sciences |
| Name and Code of the Detailed Field | 0319 Social and behavioural sciences, not elsewhere classified |
| Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³ | |
| Language of Instruction | Georgian |
| Number of ECTS credits | 240 |
| Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date) | NEW |
| Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme) | - |
| The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme) | - |

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme

The Bachelor's Program in "Social Sciences: Modern Georgia" is an interdisciplinary program designed to address Georgia's rapid social, political, and cultural transformation. Unlike traditional discipline-specific programs, it emphasizes an integrated approach to social sciences, combining perspectives from sociology, economics, political science, anthropology, and related fields to provide a holistic understanding of society as a unified system.

The program aims to respond to the traditional limitations of narrow specialization in the context of democratization and European integration by promoting interdisciplinary research and teaching focused on regional studies, shared research methodologies, and problem-oriented analysis relevant to Georgian society.

Its curriculum includes compulsory and elective courses covering theoretical foundations, research methods, and multifaceted analysis of modern Georgia, with opportunities for minors, newly developed courses, and instruction by both experienced and European-trained academic staff, under the leadership of Professor Gia Zhorzholiani.

▪ Overview of the Accreditation Site Visit

The accreditation site visit to LEPL – Ivane Javakhishvili Tbilisi State University (TSU) was conducted on January 21, 2026, by an expert panel appointed by the National Center for Educational Quality Enhancement. The purpose of the visit was to evaluate the Bachelor's educational programme "Social Sciences: Modern Georgia". The accreditation site visit followed the standard external evaluation procedure and included preparation by the expert panel, review of programme documentation, and on-site verification through direct observation and structured interviews. The expert panel observed the university's material and technical resources, including teaching facilities and library services, to assess their adequacy for programme implementation.

As part of the evaluation process, the expert panel held meetings with key stakeholders, including university administration, the self-assessment group, the programme head, academic and invited staff, employers, students, alumni, and representatives of the quality assurance service. These meetings enabled the panel to assess programme design, implementation, teaching and learning processes, student support, stakeholder involvement, and quality assurance mechanisms, as well as to clarify issues identified during the document review phase.

The site visit concluded with an internal deliberation session of the expert panel, followed by a presentation of preliminary findings to the university representatives. The accreditation site visit process ensured a comprehensive, transparent, and evidence-based evaluation of the programme's compliance with accreditation standards and its capacity to achieve the intended learning outcomes.

▪ Brief Overview of Education Programme Compliance with the Standards

The Bachelor's programme is generally well structured, coherent, and aligned with its stated aims and learning outcomes. It offers a balanced combination of core social science disciplines and a strong focus on the Georgian context, with clearly designed courses, constructive alignment, and appropriate assessment and evaluation mechanisms. The curriculum progresses logically, enabling students to develop disciplinary knowledge, research skills, analytical thinking, and transferable competencies relevant to understanding modern Georgian society. Learning outcomes are clear, measurable, and consistent with Bachelor-level expectations, while programme evaluation processes include systematic monitoring through direct and indirect methods, including graduate and employer feedback.

At the same time, several areas for improvement are identified to strengthen long-term quality and sustainability. These include enhancing internationalization, periodically reassessing labour market demand and the programme's distinct added value, improving staff familiarity with learning outcome assessment processes

through training, and updating course content and literature continuously. Academically, the programme could benefit from a more integrative and holistic approach through a unifying analytical course, greater attention to digitalization in social analysis, reconsideration of certain compulsory courses, and the addition of mandatory Georgian language and specialized English components. Overall, the programme demonstrates strong foundations and high compliance with academic standards, while targeted refinements would further enhance coherence, relevance, and future viability.

▪ **Recommendations**

- It is recommended that program implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes. (1.3)
- The program should introduce a course related to digitalization aspects. It is not possible to understand the current situation of Georgia without approaching how digitalization has transformed social life and social sciences. This course should not be (or not only) methodological, but also should provide theoretical contents to understand the digital transformation of Georgia and its impacts. (1.4)
- In the 2025 spring session, the Parliament of Georgia made a decision requiring the teaching of the state language to be mandatory in higher education institutions — a corresponding amendment was made to the Law of Georgia on Higher Education. Therefore, it is recommended that the Georgian language be added to the list of compulsory courses. (1.5)
- It is recommended that the subject Specialized English in Social Sciences be made compulsory for all students pursuing studies in the field of social sciences- modern Georgia. This course is important because it equips learners with essential academic and professional language skills tailored to disciplines such as sociology, political science, history, and economics. (1.5)
- It is recommended that all lectures be accompanied by visual materials, as visualization improves information comprehension and retention, simplifies the explanation of complex topics, and increases student engagement. (2.3)
- It is recommended to gradually transition exams to a computerized format, as this approach aligns with modern educational trends and the principles of student-centred learning. (2.4)
- It is recommended that the computer infrastructure be modernized to ensure that all operating systems in use are officially supported by their respective producers. (4.4)

▪ **Suggestions**

- Strengthen the program’s international dimension to better prepare students for careers requiring a broader regional and global perspective. (1.1)
- Ensure the program’s long-term sustainability and its distinctiveness regarding related degrees such as Sociology or Political Science. (1.2)
- Strengthen the program’s holistic social sciences approach by introducing an integrative course (e.g., “Social Sciences Analysis”), to provide a unifying analytical framework and use practice-oriented, real-world cases. (1.4)
- Adjust the relevance of the course on “Regions of Georgia: Geography and Natural Potential” (1.4)
- To maintain the academic relevance, quality, and up-to-date nature of each course, it is recommended that the literature used (including textbooks, articles, and other required readings) be reviewed and renewed regularly. (1.5)
- Strengthen the program introducing a dedicated, separate practical implementation course, which would give students a clearer opportunity to consolidate, reflect on, and actively apply the knowledge and competencies gained throughout their studies.. (2.2)
- It is suggested that the university consider, in its future budget, the renovation of exam centers to provide a more student-friendly environment and improved infrastructure. (2.4)

- It is suggested to pay special attention to conducting thorough orientation meetings, with particular emphasis on explaining the difference between mandatory and elective courses and on guiding students in schedule planning. (3.1)
 - It is suggested that all academic and invited personnel involved in the programme provide up-to-date CVs to ensure transparency and confirm their current participation. Outdated CVs make it difficult to verify ongoing engagement and relevant experience, and the programme administration should maintain current records for all staff members. (4.1)
 - It is suggested that the universities implement technologies for integrated AI-driven literature review tools. (4.3)
 - It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality). (5.1)
- **Brief Overview of the Best Practices (if applicable)⁴**
 - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The arguments provided by the HEI are commented one by one in the following list stemming from the initial list of recommendations. The final list presented above only includes the final accepted recommendations:

- It is recommended that program implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes. (1.3) – **The arguments provided by the university show that they will consider this recommendation in the revised version of the program.**
- The program should introduce a course related to digitalization aspects. It is not possible to understand the current situation of Georgia without approaching how digitalization has transformed social life and social sciences. This course should not be (or not only) methodological, but also should provide theoretical contents to understand the digital transformation of Georgia and its impacts. (1.4) – **The university acknowledged the relevance of this recommendation and will expand upon this topic within the educational program.**
- In the 2025 spring session, the Parliament of Georgia made a decision requiring the teaching of the state language to be mandatory in higher education institutions — a corresponding amendment was made to the Law of Georgia on Higher Education. Therefore, it is recommended that the Georgian language be added to the list of compulsory courses. (1.5) – **The arguments provided by the university justify this recommendation; they could not have included this element in the accreditation due to the dates in which the law was passed.**
- It is recommended that the subject Specialized English in Social Sciences be made compulsory for all students pursuing studies in the field of social sciences- modern Georgia. This course is important because it equips learners with essential academic and professional language skills tailored to disciplines such as sociology, political science, history, and economics. (1.5) – **The university acknowledged the relevance of this recommendation and will include this topic within the educational program.**
- Clarify and correct the presentation of research methods courses in the curriculum, ensuring consistency in the documentation. In particular, the program should explicitly include or confirm the presence of a qualitative research methods course to ensure a balanced and solid methodological foundation. (2.2) – **The university acknowledges a translation mistake in the English version, and their arguments are convincing. As a result, we withdraw this recommendation.**

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

- It is recommended that all lectures be accompanied by visual materials, as visualization improves information comprehension and retention, simplifies the explanation of complex topics, and increases student engagement. (2.3) – **The university’s arguments support the recommendation. We assume this is a tacit acceptance of the recommendation and, as such, visual materials will be included in the lectures.**
 - It is recommended to gradually transition exams to a computerized format, as this approach aligns with modern educational trends and the principles of student-centred learning. (2.4) – **The university’s arguments support the recommendation.**
 - It is recommended that the computer infrastructure be modernized to ensure that all operating systems in use are officially supported by their respective producers. (4.4) – **The university’s arguments support the recommendation.**
 - It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality). (5.1) – **In the first document provided, this point was mistakenly placed as a recommendation by an internal miscoordination in the assessment team, when it should have been a suggestion. AS a result, we withdrew this recommendation and placed it in its right place as a suggestion, which is also aligned with the University response.**
- Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:
 - **Staff and Supervisors -**
 - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction --> 47 academics involved: 17 full, 24 associate and 6 assistant professors.
 - ratio of the academic/scientific staff and invited staff; 55% are University’s staff (47); 45% are invited staff (38)
 - ratio of the affiliated and academic staff;
 - ratio of Master’s students to supervisors;
 - supervisors’ workload scheme;
 - **Scientific/Research Indicators -** Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The indicators provided are based on the global number of publications produced by the whole group of researchers “The scientific research indicator of those involved in the program over the past five years is 231. Papers published in local journals - 103, papers published in international journals - 66, reports made at local conferences - 36, reports made at international conferences - 26”.

- **Academic Staff Turnover Rate (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);**

The Academic Staff Turnover Rate was not discussed during the visit, and this information was not clearly presented in the documents provided. The educators interviewed represented a range of age groups, and the assessment team observed neither an over-aged nor an excessively young cohort of lecturers. Overall, the team appears to demonstrate a balanced and age-diverse composition. However,

no information was provided regarding personnel rotation, including staff departures or new appointments.

- **Data on the Individuals Enrolled (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;**

Since the program has not yet been implemented, no historical data is available on the number of students enrolling. The expectations of the Programme Coordinators respect the number of participants is reasonable in the short term. In the short term, they will need to pay attention to the competition between similar degrees (namely, sociology or political science).

- **Analysis of other quantitative data provided in the self-assessment and annexes.**
-
- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**

III. Summary Table of Compliance of the programmes with the standards

| | Standard | Evaluation |
|-----|--|--------------------|
| 1. | 1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme | Substantially |
| 1.1 | Programme Objectives | Complies |
| 1.2 | Programme Learning Outcomes | Complies |
| 1.3 | Evaluation Mechanism of the Programme Learning Outcomes | Substantially |
| 1.4 | Structure and Content of Educational Programme | Substantially |
| 1.5 | Academic Course/Subject | Substantially |
| 2. | Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering | Substantially |
| 2.1 | Programme Admission Preconditions | Complies |
| 2.2 | The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills | Complies |
| 2.3 | Teaching and Learning Methods | Substantially |
| 2.4 | Student Evaluation | Substantially |
| 3. | Student Achievements and Individual Work with Them | Complies |
| 3.1 | Student Consulting and Support Services | Complies |
| 3.2 | Master's Student Supervision | Select Appropriate |
| 4 | Providing Teaching Resources | Complies |
| 4.1 | Human Resources | Complies |
| 4.2 | Qualification of Supervisors of Master's Student | Select Appropriate |
| 4.3 | Professional Development of Academic, Scientific and Invited Staff | Complies |
| 4.4 | Material Resources | Substantially |
| 4.5 | Programme/Faculty/School Budget and Programme Financial Sustainability | Complies |
| 5 | 5. Teaching Quality Enhancement Opportunities | Complies |
| 5.1 | Internal Quality Evaluation | Complies |
| 5.2 | External Quality Evaluation | Complies |
| 5.3 | Programme Monitoring and Periodic Review | Complies |

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The program is clearly structured, realistic in scope, and well aligned with the stated objectives of the Bachelor's degree. It successfully combines courses from a range of social science disciplines with courses specifically focused on the Georgian context. This balanced design is consistent with the goals underlying the proposal and reflects a coherent academic vision that effectively connects disciplinary foundations with contextual knowledge of Modern Georgia. The program is consistent with the university's mission and this vision is shared by the personnel engaged in it.

The program's goals appear achievable in light of the proposed curriculum and intended learning outcomes. In particular, the program seeks to provide students with:

- Foundations, basic concepts, categories and theories of individual disciplines of social sciences (sociology, economics, political science, anthropology); functioning and transformation of various spheres of society
- Methodology and research methods of social sciences;
- Multifaceted and complex study of modern Georgian society and multifactor analysis of problems.

The overall structure of the Bachelor's program is consistent with these objectives, and the progression of courses is designed to equip students with the necessary knowledge and analytical tools by the completion of their studies. Graduates are therefore expected to be adequately prepared for entry into the labor market, particularly in sectors requiring expertise in the Georgian social, political, and institutional context. As noted in the self-evaluation report, the program responds to an identified demand for professionals specialized in Georgian realities; however, periodic reassessment of the sustainability of this demand would help ensure that the program remains responsive to evolving labor market conditions.

Internationalization is not a central focus of the Bachelor's program, although the organizers benefit from international academic support and include an introductory course in International Relations. Further strengthening this dimension could be beneficial, particularly for students whose future professional trajectories may extend beyond a purely domestic focus and require a deeper understanding of Georgia's position within regional and global dynamics.

Evidences/Indicators

- Educational programme in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;

- Learning Outcomes of the Educational Program Formulation and Evaluation;
- Map of the compatibility of goals and learning outcomes;
- Program curriculum map;
- Expert Panel's meeting with the Self-Assessment Group;
- Expert Panel's meeting with the head of the program

Recommendations:

Suggestions for the Programme Development

Consider strengthening the program’s international dimension to better prepare students for careers requiring a broader regional and global perspective

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|------------|
| 1.1 Programme Objectives | Complies |

1.2 Programme Learning Outcomes

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

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

The learning outcomes of the program correspond well to its stated aims and adequately cover the core knowledge and skills expected at the Bachelor’s level. They are formulated in a manner that provides students with sufficient flexibility to shape their academic pathways in line with their individual interests and professional aspirations. The learning outcomes are aligned with the Higher Education Qualifications Framework, and the process of developing learning outcomes involves the different programmes’ stakeholders. Individuals engaged in the program are information providers for its evaluation by other stakeholders.

The design of the learning outcomes follows established academic standards, particularly with regard to clarity, measurability, and alignment with assessment practices. They are realistic, appropriate to the level of qualification, and consistent with the competencies expected of graduates at this stage of higher education.

Moreover, the learning outcomes are broadly consistent with the employment needs identified during the study visit. At the same time, it may be useful to further reflect on the long-term sustainability of the program in relation to labor market dynamics. In particular, consideration could be given to how demand for graduates specialized in this field can be maintained across multiple cohorts and how the program might evolve over time to remain relevant in a changing professional environment. These considerations also extend to the coexistence of this program with related degrees, such as Sociology or Political Science. Clarifying the program’s distinct

added value and its impact on existing offerings would help ensure its ability to attract an adequate number of students over successive cohorts.

Evidences/Indicators

- Educational programme in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- Learning Outcomes of the Educational Program Formulation and Evaluation;
- Map of the compatibility of goals and learning outcomes;
- Program curriculum map;
- Expert Panel's meeting with the Self-Assessment Group;
- Expert Panel's meeting with the head of the program
- Expert Panel’s meetings with students

Recommendations:

Suggestions for the Programme Development

Ensure the program’s long-term sustainability and its distinctiveness regarding related degrees such as Sociology or Political Science.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|------------|
| 1.2 Programme Learning Outcomes | Complies |

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

A mechanism for evaluating program learning outcomes is described in a self-assessment document based on "Learning Outcomes of the Educational Program Formulation and Evaluation" at the Ivane Javakhishvili Tbilisi State University in 2020.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programs present a map of compatibility between goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and shows to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening,

mastering). The system and periodicity of the evaluation of learning results take into account the specificity of the field and include adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students; The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks. For each learning outcome of the programme, a target benchmark has been established that reflects the expectation that students will achieve the learning outcomes. Each learning outcome expresses a specific skill and knowledge that the student should acquire at the end of the program. Acquiring and developing the mentioned knowledge and skills is carried out through a combination of specific academic courses. The assessment process for program learning outcomes employs both direct and indirect methods.

University employs evaluation of learning outcomes of the program using an indirect method, in particular, graduate and employer survey form has been developed, through which graduates and employers evaluate the learning outcomes they have achieved within the program. The university operates an annual survey mechanism of graduates and employers, based on the analysis of the results of which the compliance of the program results with the established target marks is determined.

Academic/scientific and invited staff of the program are not familiar with the methods of assessment of learning outcomes; program managers are not having sufficient information about how the mechanism of evaluation of learning outcomes works. It is recommended that program implementation staff should receive support and frequent trainings to develop skills in designing, measuring and analyzing learning outcomes.

The University provides information on the evaluation analysis of the programme's learning outcomes to interested parties.

Evidences/Indicators

- Educational programme in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- Learning Outcomes of the Educational Program Formulation and Evaluation;
- Map of the compatibility of goals and learning outcomes;
- Program curriculum map;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendations:

- It is recommended that programme implementation staff should receive support and frequent trainings to develop skills in designing, measuring and analyzing learning outcomes.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---------------|
| 1.3 Evaluation Mechanism of the Programme Learning Outcomes | Substantially |

1.4. Structure and Content of Education Programme

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

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

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

As stated in section 1.1, the program’s content is adequate and well aligned with its stated objectives. The scope and level of the coursework are appropriate for a Bachelor’s degree, both in terms of volume and complexity. The overall structure and distribution of courses are sequential and logically organized, enabling students to progress coherently through the curriculum and successfully complete their studies with the expected level of knowledge and competence. The program is designed according to HEI’s methodology, and the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. As previously stated (1.2), the program should consider a wider internationalization to better equip students. The program development engages all the different stakeholders linked to it. The HEI ensures the publicity and availability of the information on the program.

Nevertheless, concerns remain regarding the program’s ability to offer a truly holistic approach to the social sciences. While the program’s specificity is clearly articulated through its local focus on Georgia, the current structure—centered on introductory courses in sociology, political science, international relations, geography, and social work—misses an opportunity to integrate these perspectives through a separate, general course in “Social Sciences Analysis,” to be offered after students have completed the preceding coursework.

Such a course would not seek to provide an exhaustive review of each discipline, but rather to establish a unifying analytical framework that connects their theoretical and methodological foundations. Ideally, it would adopt a practice-oriented approach, drawing on real-world cases that require students to apply and synthesize the concepts and methods acquired in earlier courses. For example, students could be presented with a case such as “electoral turbulence in Georgian elections” (just an example based on recent news) and asked to design a research strategy to analyze the issue, explicitly mobilizing perspectives and tools from the different disciplines previously studied.

A second missing element in the program concerns the absence of content related to digitalization. It is increasingly difficult to analyze contemporary social issues—whether in the Georgian context or globally—without an understanding of the digital transformation of societies. A bachelor’s program focused on Modern Georgia should therefore necessarily address the process of digitalization in Georgia, both as a state and as a society, and examine its implications for politics, governance, and everyday life. This does not imply the need for practical, tool-oriented training (such as the use of AI or other research technologies), but rather for a theoretically and analytically grounded course on digitalization and its intersections with the social sciences.

A third aspect to consider concerns the course “Regions of Georgia: Geography and Natural Potential.” While the natural potential of Georgia is duly acknowledged, it is less clear why this course is positioned as compulsory and assigned the same credit load as courses that are more central to the core objectives and analytical focus of the program.

Evidences/Indicators

- Educational programme in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- Learning Outcomes of the Educational Program Formulation and Evaluation;
- Map of the compatibility of goals and learning outcomes;
- Program curriculum map;
- Expert Panel's meeting with the Self-Assessment Group;
- Expert Panel's meeting with the head of the program
- Expert Panel's meetings with academic staff

Recommendations:

- The program should introduce a course related to digitalization aspects. It is not possible to understand the current situation of Georgia without approaching how digitalization has transformed social life and social sciences. This course should not be (or not only) methodological, but also should provide theoretical contents to understand the digital transformation of Georgia and its impacts.

Suggestions for the Programme Development

- Strengthen the program's holistic social sciences approach by introducing an integrative course (e.g., "Social Sciences Analysis"), to provide a unifying analytical framework and use practice-oriented, real-world cases..
- Adjust the relevance of the course on "Regions of Georgia: Geography and Natural Potential"

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|---------------|
| 1.4 Structure and Content of Educational Programme | Substantially |

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

When reviewing the course descriptions of the bachelor's educational programme Social Sciences: Modern Georgia, the expert panel found that the courses are newly developed and designed in accordance with the aims, level, and learning outcomes of the programme. The content of each academic course, together with the allocated number of credits, ensures the achievement of the learning outcomes defined at the course level. Each syllabus

follows a standardized structure and includes course objectives, learning outcomes, teaching and learning methods, assessment system, workload, and relevant study materials, ensuring transparency and internal coherence.

When reading the course descriptions, the expert panel finds that the constructive alignment of the courses is strong. There is clear consistency between course objectives, learning outcomes, syllabus content, teaching and learning methods, and assessment approaches. Contact hours and student workload are determined based on the logic of the teaching methods applied and are directly linked to the intended learning outcomes, which supports their effective achievement.

The expert panel also finds that the content and learning outcomes of the courses in the main field of study collectively ensure the achievement of the programme learning outcomes. Each course contributes in a defined and systematic manner to the overall programme outcomes, enabling the progressive development of disciplinary knowledge, analytical thinking, and applied competences relevant to the study of modern Georgian society within the social sciences framework.

When reviewing the study materials indicated in the syllabi, the expert panel finds that they are appropriate and sufficient to support the achievement of course and programme learning outcomes. The development of up to 20 new Georgian-language readers specifically for the programme significantly strengthens access to contemporary and context-relevant academic resources. Course materials are aligned with current theoretical and empirical knowledge in the field and reflect recent developments and challenges in social sciences.

The expert panel notes that the complexity and scope of course content are in alignment with the number of credits assigned to each course. The balance between contact hours and independent study is appropriate and supports the achievement of the defined learning outcomes. The uniform credit structure ensures consistency across the curriculum and allows students to gain broad and integrated knowledge of the field.

At the same time, the expert panel emphasizes the importance of maintaining academic relevance and up-to-date nature of course content and study materials. It is recommended that the literature used in each course, including textbooks, academic articles, and other required readings, be reviewed and renewed on a continuous basis through a clearly defined mechanism to ensure alignment with the latest theoretical, methodological, and empirical developments in the social sciences.

Considering the legislative amendment adopted by the Parliament of Georgia in the spring session of 2025, which makes the teaching of the state language mandatory in higher education institutions, it is recommended that Georgian Language be added to the list of compulsory courses within the programme.

Furthermore, the expert panel recommends that the course Specialized English in Social Sciences be made compulsory for all students enrolled in the programme. This course would equip students with essential academic and professional language skills tailored to disciplines such as sociology, political science, history, and economics, thereby enhancing students' ability to engage with international academic literature and professional environments.

Overall, the expert panel concludes that the programme demonstrates a high level of compliance with the standard component related to academic courses and subjects. The implementation of the above recommendations would further strengthen the coherence, quality, and sustainability of the programme and ensure continued alignment with national legislation and international academic standards.

Evidences/Indicators

- Educational program
- Syllabi of the courses
- Learning outcomes assessment mechanism

Recommendations:

1. In the 2025 spring session, the Parliament of Georgia made a decision requiring the teaching of the state language to be mandatory in higher education institutions — a corresponding amendment was made to

the Law of Georgia on Higher Education. Therefore, it is recommended that the Georgian language be added to the list of compulsory courses.

2. It is recommended that the subject Specialized English in Social Sciences be made compulsory for all students pursuing studies in the field of social sciences- modern Georgia. This course is important as it will equip learners with essential academic and professional language skills specifically tailored to disciplines such as sociology, political science, history, and economics.

Suggestions for the Programme Development

1. To maintain the academic relevance, quality, and up-to-date nature of each course, it is recommended that the literature used (including textbooks, articles, and other required readings) be reviewed and renewed regularly.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|---------------|
| 1.5. Academic Course/Subject | Substantially |

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

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

2.1 Programme Admission Preconditions

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

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

Regarding admission to the bachelor's educational programme Social Sciences: Modern Georgia, the higher education institution follows generally accepted and legally established procedures. The admission requirements are transparent, publicly accessible, and fully compliant with the legislation of Georgia. They reflect the specificity and level of the programme and ensure the enrollment of individuals who possess the necessary knowledge, skills, and competencies to successfully achieve the programme learning outcomes. Information on admission prerequisites and procedures is clearly outlined in the programme documentation and published on the official website of the university, ensuring accessibility for all interested parties.

The admission requirements for the bachelor's educational programme Social Sciences: Modern Georgia are as follows:

- A person holding a document confirming complete general education issued in Georgia or an equivalent educational document has the right to enroll in the programme upon successful completion of the Unified National Entrance Examinations, in accordance with the rules approved by the Ministry of Education, Science and Youth of Georgia.
- In cases defined by current Georgian legislation, applicants may be admitted without Unified National Entrance Examinations, following the procedures established by law.
- Enrollment of applicants or students holding foreign educational documents is carried out in accordance with Georgian legislation, based on a recognition document issued by the National Center for Educational Quality Development.
- Student mobility enrollment in the bachelor's programme is implemented twice a year, in line with the procedures established by the Ministry and within the deadlines defined by the LEPL – Education Management Information System.

The prerequisites for admission to the programme adequately consider the level and specific nature of bachelor studies in social sciences and ensure the enrollment of students who are capable of successfully mastering the programme. These admission criteria support equal access, fairness, and transparency, while maintaining academic standards.

During the evaluation process, it was also noted that, based on the available academic, human, material, and financial resources, the programme has the capacity to admit an average of 80 students annually. The determination of student intake is guided by institutional planning documents and considers the balance between available resources and the planned number of students, thereby ensuring the sustainability and quality of programme implementation.

Overall, the expert analysis confirms that the admission requirements and procedures for the Bachelor's educational programme Social Sciences: Modern Georgia are appropriate, compliant with national legislation, and aligned with the programme's objectives and learning outcomes.

Evidences/Indicators

- Educational program

Recommendations:

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|------------|
| 2.1 Programme Admission Preconditions | Complies |

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

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

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

The program provides a well-structured environment for the development of practical, research, creative/performing, and transferable skills, in line with its learning outcomes and level of study. Practical elements are integrated across many courses through applied assignments, exercises, and practice-oriented teaching approaches, allowing students to connect theoretical knowledge with real-world tasks from the early stages of the bachelor. At the same time, the program could be further strengthened by introducing a dedicated, separate practical implementation course, which would give students a clearer opportunity to consolidate, reflect on, and actively apply the knowledge and competencies gained throughout their studies. Such a component would enhance coherence and deepen students' professional readiness.

The research dimension of the program is well-balanced in the curriculum. Courses in social sciences and quantitative research methods, together with interdisciplinary and theory-based subjects, promote analytical thinking and scientific reasoning. In addition, the development of transferable skills is adequately designed. The committee has some concerns about the lack of an explicitly mentioned course on qualitative studies in the study program. The document provided includes two courses on "Quantitative Research Methods in Social Sciences" (Major Specialty Compulsory - 5 and 11) and on "Social science research methods" (Faculty compulsory courses - 1), and a mention that a course on "Qualitative research methods in the social sciences" is a prerequisite for accessing course 11. But this latter is never mentioned. Although we assume this is a mistake in preparing the files, it should be corrected. In case this is not a mistake, a course on qualitative methods should be necessarily included.

In relation to the pragmatic elements of the program, the lecturers are qualified at the level expected for the bachelor's programme. The documents provided contain the necessary information for understanding that the learning outcomes will be achieved. Overall, the program shows an adequate commitment to developing practical, research, and transferable skills. Nevertheless, the addition of a clearly defined, separate practical implementation course would further enhance the program by enabling a more comprehensive synthesis and application of accumulated competencies, thereby reinforcing its practical dimension and overall impact.

Evidences/Indicators

- Educational programme

[Recommendations](#): N/A

[Suggestions for the Programme Development](#)

- Strengthen the program introducing a dedicated, separate practical implementation course, which would give students a clearer opportunity to consolidate, reflect on, and actively apply the knowledge and competencies gained throughout their studies.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|------------|
| 2.2. The Development of practical, scientific/research/creative /performing and transferable skills | Complies |

2.3. Teaching and Learning Methods

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

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

Represented educational programme applies teaching and learning methods that correspond to the appropriate level of education, course content, and defined learning outcomes, and ensures their effective achievement. The combination of teaching and learning methods used across the components of the educational programme supports the attainment of the programme learning outcomes and is focused on the development of relevant knowledge, skills, and professional competencies.

The academic and visiting staff implementing the programme employ modern, student-centered teaching and learning approaches, emphasizing a learner-oriented educational process that considers students' interests, abilities, and learning needs. Teaching is aimed at developing a wide range of skills and competencies, including analytical thinking, problem-solving, communication, teamwork, and practical application of knowledge. The organization of courses reflects their specific nature, and the teaching and learning activities planned within each course are designed to actively engage students and support the development of the required competencies. The applied teaching methods are flexible and allow for adaptation to individual student needs and learning styles.

The educational programme integrates a diverse set of teaching and learning methods, all of which are oriented toward continuous skill development and the acquisition of practical experience. These methods include but are not limited to data analysis and modelling; discussions, debates, and group work; problem-based learning; case analysis and simulations; demonstration and presentation methods; working with academic texts (text-based learning); brainstorming; action-oriented learning; and e-learning.

Where necessary, an individual study programme tailored to the student's academic background, interests, and level of preparation may be applied. In such cases, teaching and learning methods are adjusted accordingly to ensure inclusiveness, equal learning opportunities, and effective achievement of learning outcomes.

It was also mentioned during the interviews that some lectures are not accompanied by presentations. It is recommended to systematically use visual materials (slides, presentations) during lectures, as visualization helps students better understand, structure, and retain the learning material. The use of presentations enhances student engagement, simplifies the explanation of complex concepts, and aligns with modern, student-centered teaching approaches that are based on multimodal (verbal and visual) instruction. This practice contributes to improving the effectiveness of teaching and the overall quality of the learning process.

Recommendation:

It is recommended that all lectures be accompanied by visual materials, as visualization improves information comprehension and retention, simplifies the explanation of complex topics, and increases student engagement

Evidences/Indicators

- Educational programme and course syllabi
- Rules regulating the educational process
- University Web Page
- Learning Management System
- Interview results

Recommendations:

- It is recommended that all lectures be accompanied by visual materials, as visualization improves information comprehension and retention, simplifies the explanation of complex topics, and increases student engagement.

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|---------------|
| 2.3. Teaching and learning methods | Substantially |

2.4. Student Evaluation

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

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

The assessment system, for individual courses, is known to students in advance. The syllabi describe the distribution of points for specific activities. This guarantees students' right to know what grade they receive for each type of assignment. Students are evaluated based on various components, including: participation in lectures and seminars, activity in working groups (involvement in discussions/debates, preparation and presentation of learning materials, case analysis, etc.); homework assignments (argumentative essays, research design, components of research methodology, comparative analysis, reports, etc.); oral presentations or project preparation; midterm and final examinations.

It is not permissible to award credit based on only one assessment component (midterm or final assessment). The assessment system allows for:

Five types of positive grades:

- (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 grades:

- (FX) Fail (resubmission allowed) – 41–50 points, which means the student needs additional work to pass and is granted the right to take one additional exam through independent study;
- (F) Fail – 40 points or less, which means the student's work is insufficient and the course/subject must be retaken.

Within a component of the educational program, in the case of receiving an FX grade, a supplementary examination is scheduled no earlier than 5 days after the announcement of the final examination results.

At TSU, a student has the right to appeal a grade assigned by a lecturer. The appeal may be reviewed by the course lecturer, another lecturer, or an appeals committee.

The electronic student assessment system/portal functions effectively. Students are able to communicate with lecturers, view their grades, and, if necessary, submit appeals through the electronic portal.

Regarding the bachelor's thesis, it is evaluated by the supervisor, the reviewer, and the committee. The final grade of the bachelor's thesis (combining the supervisor's, reviewer's, and committee's evaluations) has a maximum of 100 points. A passing grade requires at least 51 points. The breakdown is as follows: supervisor's evaluation – 20 points; reviewer's evaluation – 40 points; committee's evaluation – 40 points.

The prerequisite for admission to the oral defense is that the student must have accumulated at least 30 points from the supervisor's and reviewer's evaluations. The Rules for the Preparation and Defense of the Bachelor's Thesis outline the structure of the thesis, proper citation practices, and information on academic integrity.

The bachelor's thesis is checked for plagiarism using the electronic program Turnitin. For this purpose, before the defense, the student uploads the electronic version of the completed thesis to a special link connected to the Tbilisi State University e-learning portal e-learning.tsu.ge for plagiarism verification.

The university has developed a document on Academic Integrity Policy, which defines academic integrity in educational and research activities, the general principles for preventing violations, responding to them, and imposing appropriate responsibility. This policy applies to both university staff and students.

During the interviews, students discussed the examination process and highlighted two main points: first, that the infrastructure of the exam centers at the university needs improvement; and second, that exams are conducted on paper, without the use of computers.

The first point is mainly related to the issue of authorization; therefore, only a suggestion was formulated, advising that the university consider, in its future budget, the renovation of exam centers to provide a more student-friendly environment and improved infrastructure.

Suggestion:

It is suggested that the university consider, in its future budget, the renovation of exam centers to provide a more student-friendly environment and improved infrastructure.

The students' desire for exams to be conducted in a computerized format is presented as a recommendation, as it aligns with modern educational trends and the principles of student-centered learning. Computerized assessment increases the objectivity and transparency of the process, reduces technical errors, and ensures rapid delivery of results, which is important for effective feedback. Additionally, it simplifies administrative processes, strengthens mechanisms for monitoring academic integrity, and supports the development of students' digital competencies. Accordingly, this change serves to improve the quality of assessment and foster a modern learning environment.

Recommendation:

It is recommended to gradually transition exams to a computerized format, as this approach aligns with modern educational trends and the principles of student-centered learning.

Evidences/Indicators

- Educational program and course syllabi
- Regulatory rules for the educational process of the LEPL – Tbilisi State University
- Rules for the preparation and defense of the bachelor's thesis
- Academic Integrity Policy document
- Self-assessment document
- Interviews

[Recommendations:](#)

- It is recommended to gradually transition exams to a computerized format, as this approach aligns with modern educational trends and the principles of student-centered learning.

[Suggestions for the Programme Development](#)

- It is suggested that the university consider, in its future budget, the renovation of exam centers to provide a more student-friendly environment and improved infrastructure.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---------------|
| 2.4. Student evaluation | Substantially |

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

In addition to the consultations scheduled in the table, the program director, staff involved in program implementation, and the faculty's administrative personnel regularly interact with students through various platforms (electronic portal, email, SMS service, etc.), informing them about local and international projects/events, professional and academic development courses, further study requirements, and employment-oriented activities. At the institutional level, the faculty's academic process management Service provides regular, individualized support to students in planning their studies and other activities related to the educational process. The faculty also operates a Student Services Center, which provides appropriate consultation and services to students (notifications, issuing necessary documents, and more).

The Research and Development Service organizes local student scientific conferences, regularly provides information about relevant activities, and offers support to students when needed. The department's mission, in line with the university's strategic development plan, is to promote the growth of the university's scientific and research potential, enhance the prestige of scientific careers, popularize science among the younger generation, establish connections with foreign universities and research centers, develop existing collaborations, and create new scientific contacts. The university regularly hosts both faculty-level and university-wide scientific conferences.

TSU has a Career Growth and Development Center that periodically plans and conducts trainings and seminars to support students' professional and career development. In addition, employment forums are organized regularly, where students can communicate face-to-face with potential employers. The Student Career Development Center also supports university students in developing the general skills necessary for employment, helping young people establish themselves in the labor market and, consequently, achieve professional, social, and economic integration.

The university has regulations governing the implementation of the educational process for students with special educational needs and disabilities. It is noteworthy that a reading room for visually impaired students has been arranged in the central library, where literature and computer equipment are equipped with Braille.

Although the programme is new and internationalization in general, including participation in international exchange programmes, is still developing, active efforts are underway to strengthen this dimension. These efforts include establishing partnerships with foreign institutions, inviting international lecturers, and encouraging participation in international academic and scientific activities.

Regarding orientation meetings for first-semester students, several senior students reported the absence of such meetings, which caused them problems and confusion, particularly in organizing their schedules and selecting courses. However, the absence of orientation meetings was not confirmed by the majority of students. Given this contradictory picture, our suggestion is to pay special attention to conducting thorough orientation meetings, with particular emphasis on explaining the difference between mandatory and elective courses and on guiding students in schedule planning.

Evidences/Indicators

- Statute of the Research and Development Department of Tbilisi State University
- Statute of the Student Career Development Center of Tbilisi State University
- Statute of the Faculty of Social and Political Sciences
- TSU Academic Council Resolution No. 71/2018 – On the Approval of the Rules for the Implementation of the Educational Process for Students with Special Educational Needs and Disabilities
- Information on the scientific activities of students from related programs
- Self-assessment document
- Interviews

Recommendations:

Suggestions for the Programme Development

1. It is suggested to pay special attention to conducting thorough orientation meetings, with particular emphasis on explaining the difference between mandatory and elective courses and on guiding students in schedule planning.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|-----------|------------|
|-----------|------------|

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master’s student to perform the scientific-research component successfully.
- Within master’s programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

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

| | |
|--|--|
| Data related to the supervision of master’s students | |
| Number of master theses supervisors | |
| Number of master’s students | |
| Ratio - supervisors of master's theses/master's students | |

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

1. Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

2. Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

| | |
|------------------|-------------------|
| Component | Evaluation |
|------------------|-------------------|

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The bachelor's educational programme Social Sciences: Modern Georgia is implemented by qualified academic and invited staff who possess the necessary competences to support students in achieving the programme learning outcomes. The qualifications and experience of the staff are evidenced by their sustained educational, scientific, and professional activities over the past five years.

Based on the research conducted on the field and on available data, we can state that the Head of the Programme possesses the adequate experience for developing and engaging in the programme, and that his leadership is visible in the programme implementation,

The academic staff involved in the implementation of the programme includes 47 academic personnel, of which 17 are full professors, 24 associate professors, and 6 assistant professors, as well as 38 invited staff members. The number and composition of academic and invited staff ensure the sustainable delivery of the educational process, appropriate distribution of teaching workload, and the effective performance of research, creative, and other assigned academic duties. These quantitative indicators demonstrate the programme's long-term sustainability.

The academic staff actively engage in scientific research, as reflected in their publications in international refereed scientific journals, monographs, textbooks, and participation in national and international scientific conferences. Over the past five years, the scientific research output of staff involved in the programme totals 231 scholarly contributions, including 103 publications in local journals, 66 publications in international journals, 36 presentations at local conferences, and 26 presentations at international conferences. This level of scholarly activity supports research-informed teaching and contributes to the academic quality of the programme.

The qualifications of the academic staff fully comply with the academic staff standards and the qualification requirements defined by the legislation and internal regulations of Ivane Javakishvili Tbilisi State University (TSU). Academic staff possess the knowledge, skills, and competences necessary for programme implementation and for achieving the learning outcomes envisaged by the programme. Similarly, the qualifications of invited

staff are confirmed by their scientific output, pedagogical experience, and professional expertise, ensuring their effective contribution to individual courses and overall programme learning outcomes.

The programme benefits from an institutional environment that supports continuous professional development. Tbilisi State University and the faculty regularly provide opportunities for academic staff growth through mechanisms such as annual competitions for the development of textbooks, which directly enhance teaching quality. Academic staff are also consistently informed about international mobility and development opportunities, including ERASMUS+, DAAD, and various international scholarship programmes with teaching and research components.

In addition to academic personnel, programme students are supported by an adequate number of competent administrative and support staff. Qualification requirements for administrative and support positions are clearly defined according to the specific functions of each structural unit, ensuring effective organizational, academic, and student support services.

Overall, the expert analysis confirms that the programme meets the requirements of this standard component. The qualifications, number, workload, and professional development of academic and invited staff, together with the availability of competent administrative and support personnel, ensure the effective and sustainable implementation of the educational programme and the achievement of its learning outcomes.

| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise ⁵ | Including the staff holding PhD degree in the sectoral direction ⁶ | Among them, the affiliated staff |
|---|---------------------------|--|---|----------------------------------|
| Total number of academic staff | 47 | 28 | 28 | 22 |
| - Professor | 17 | 10 | 10 | 10 |
| - Associate Professor | 24 | 12 | 12 | 12 |
| - Assistant-Professor | 6 | 6 | 0 | 0 |
| - Assistant | 0 | - | - | - |
| - Visiting Staff | 38 | - | - | - |
| - Scientific Staff | 0 | - | - | - |
| - Including International Staff | 0 | - | - | - |

After researching the available data about the main academic staff (google scholar profiles) and collecting the main indicators used in international standards (h- and i- indexes and number of citations), the results are diverse and indicates an academic staff led by three internationally present researchers with a good academic record (h-index over 4).

| | H | i-10 | Citations |
|----------------------|---|------|-----------|
| Ana Diakonidze | 2 | 0 | 21 |
| Beqa Natsvlishvili | - | - | - |
| Davit Maisuradze | 3 | 0 | 21 |
| Elguja Meqvabishvili | 4 | 1 | 63 |

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

| | | | |
|-----------------------|---|---|-----|
| Gia Jorjoliani | 2 | 1 | 94 |
| Guguli Magradze | 1 | 1 | 735 |
| Medea Badashvili | 3 | 1 | 23 |
| Mikheil Adeishvili | - | - | - |
| Revaz Jorbenadze | 3 | 1 | 373 |
| Teona Mataradze | 3 | 0 | 27 |
| Zurab Abashidze | - | - | - |
| Tornike Chivadze | 1 | 1 | 13 |
| Tamar Vepkhvadze | 1 | 0 | 5 |
| Tamar Tskhadadze | 0 | 0 | 0 |
| Tamar Dolbaia | 3 | 0 | 17 |
| Nodar Elizbarashvili | 9 | 7 | 298 |
| Nino Bolkvadze | - | - | - |
| Marina Muskhelishvili | 8 | 8 | 216 |
| Marekh Devidze | - | - | - |
| Lasha Kharazi | - | - | - |
| Ioseb Archvadze | - | - | - |
| Iago Kachkachishvili | 9 | 9 | 273 |
| Giorgi Melikidze | 1 | 1 | 5 |
| Aleksandre Tsagareli | - | - | - |

The programme has a well-defined academic/scientific and invited staff workload scheme. The scheme comprehensively covers teaching, scientific research, and other responsibilities in alignment with the functions and duties of academic/scientific and invited staff. It ensures an adequate workload and a balanced distribution of responsibilities between local and invited staff. It is noted that one course has no lecturer allocated (Logic).

Evidences/Indicators

- CVs of academic and Invited staff
- Methodology for determining the number of academic, scientific and invited staff of the program
- Provisions of structural units and departments (Annex 7);
- Order of the Head of the TSU Quality Assurance Service of March 16, 2018 N07/03 On Approval of Forms for Determining the Compliance of Personnel Qualifications with the Learning Outcomes of the Educational and Research Component of the Higher Education Program

Recommendations:

Suggestions for the Programme Development

- It is suggested that all academic and invited personnel involved in the programme provide up-to-date CVs to ensure transparency and confirm their current participation. Outdated CVs make it difficult to verify ongoing engagement and relevant experience, and the programme administration should maintain current records for all staff members.

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|-------------------------------------|------------|
| 4.1 Human Resources | Complies |

4.2 Qualification of Supervisors of Master's Students

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

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

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

| Number of supervisors of Master's theses | Thesis supervisors | Including the supervisors holding PhD degree in the sectoral direction | Among them, the affiliated staff |
|--|--------------------|--|----------------------------------|
| Number of supervisors of Master's thesis | | | |
| - Professor | | | |
| - Associate Professor | | | |
| - Assistant-Professor | | | |
| Visiting personnel | | | – |
| Scientific Staff | | | – |

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

2. Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

3. Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|--------------------|
| 4.2 Qualification of Supervisors of Master's Students | Select Appropriate |

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

Tbilisi State University (TSU) implements a systematic and comprehensive framework for the evaluation and professional development of academic and invited staff, ensuring alignment with the requirements for high-quality programme delivery. The evaluation of programme staff is conducted on a regular basis and is regulated by the TSU Academic and Scientific-Research Activity Evaluation Rule, approved by the Academic Council in 2018. This framework enables the university to assess teaching quality, research productivity, international mobility, and broader academic engagement. Evaluation results are analysed by the University and Faculty of Scientific Research and Development Services and are reflected in annual analytical reports, which serve as a basis for informed decision-making and targeted staff development.

Academic and invited staff are evaluated through multiple mechanisms, including student satisfaction surveys, programme-level assessments, and institutional reviews of educational and scientific performance. Research-related indicators include participation in national and international research projects, conference presentations, publications in refereed journals, monographs and textbooks, editorial activities, and engagement in competitive grant programmes. This structured approach ensures that staff members maintain academic relevance, continuously update their expertise, and effectively support the achievement of programme learning outcomes.

Professional development is actively fostered at both the institutional and faculty levels and is embedded in the TSU Strategic Plan, particularly under Strategic Goal 1 and Strategic Goal 2 of the General Strategic Framework for Scientific Research and Innovation. Academic and invited staff regularly participate in international exchange and mobility programmes at highly ranked universities, as well as in collaborative research projects with foreign partners. Such activities enhance internationalization, promote research-informed teaching, and strengthen staff competencies in line with contemporary academic standards.

The Faculty of Social and Political Sciences implements a range of initiatives that support continuous professional growth, including the organization of annual international scientific conferences, internal competitions for targeted research projects involving joint participation of students and professors, and competitions for the development of Georgian-language textbooks aligned with course syllabi. These initiatives directly contribute to the improvement of teaching quality and the enrichment of learning materials.

TSU also provides academic and invited staff with access to advanced research infrastructure. Since 2017, the university has maintained institutional access to Clarivate Analytics, Web of Science and Journal Citation Reports, enabling staff to identify high-impact journals and follow international research trends. Training sessions on the effective use of these resources have been conducted, supporting the development of research skills and publication capacity.

In addition, the university conducts regular staff satisfaction surveys, the results of which indicate a generally high level of satisfaction with working conditions and institutional support mechanisms. Feedback from these surveys is used to further enhance the academic and research environment.

Based on the self-evaluation of materials, supporting documentation, and analysis of institutional practices, the programme demonstrates full compliance with the standards related to professional development of academic, scientific, and invited staff. TSU and the Faculty provide a robust, well-structured framework for regular evaluation, continuous professional development, and research support, ensuring that programme staff are qualified, competent, and actively engaged in maintaining and enhancing the quality and sustainability of the educational programme.

Evidences/Indicators

- TSU Strategic Development Plan 2024 – 2030
- Website of the Faculty of Social and Political Sciences;
- Annual reports of the TSU Department of Scientific Research and Development;
- CVs of academic and visiting staff

Recommendations:

Suggestions for the Programme Development

- o It is suggested that the universities implement technologies for integrated AI-driven literature review tools

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|------------|
| 4.3 Professional development of academic, scientific and invited staff | Complies |

4.4. Material Resources

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

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

The university provides computer laboratories designated for practical and applied coursework. During the evaluation process, the expert group reviewed the material and technical infrastructure available for the bachelor's educational programme "Social Sciences: Modern Georgia" and found that the existing facilities generally correspond to the objectives of the programme and meet the required capacity for student learning and practical activities.

Students of the programme have access to computer laboratories operated by the Faculty of Social and Political Sciences, including facilities located in the Sixth Building and at the TSU Physics Institute. At the same time, during interviews with students, it was noted that some students experienced difficulties when working with the available computer equipment, particularly in relation to performance and usability during coursework requiring digital tools. This feedback highlights the importance of continued attention to the modernization and optimization of computer infrastructure to better support students' learning experiences.

During the site visit, it was observed that the computer laboratories are equipped with the necessary basic infrastructure; however, continuous modernization of both hardware and software is essential to ensure full alignment with the evolving needs of the programme. Given the increasing use of data analysis, digital tools, and electronic resources in social sciences education, it is recommended to update the computer infrastructure so that all computers operate on software versions that are currently supported by the producer.

Furthermore, it is recommended that the computer infrastructure be upgraded to ensure it can effectively handle computationally demanding tasks, such as data analysis, modelling, visualization, and other advanced digital applications used within the programme.

While students benefit from extensive access to international electronic databases and digital learning platforms, continued investment in technical infrastructure will further enhance the quality of teaching, learning, and research activities.

Overall, the expert group concludes that the existing material and technical resources sufficiently support the programme's objectives and learning outcomes. At the same time, it would be beneficial to continue the gradual and systematic enhancement of computer laboratories and related infrastructure, as this would further contribute to strengthening the quality, relevance, and long-term sustainability of the educational process.

Evidences/Indicators

- University Library <https://www.tsu.ge/ka/library>
- Faculty Material and Technical Base
- Faculty Electronic Resources
- E-Learning Platform
- Electronic Catalog/Library Fund
- Multimedia Center of the Faculty of Social and Political Sciences, TSU
<https://multimedia.tsu.ge/ge/home>.

Recommendations:

- It is recommended that the computer infrastructure be modernized to ensure that all operating systems in use are officially supported by their respective producers.

[Suggestions for the Programme Development](#)

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|---------------|
| 4.4 Material Resources | Substantially |

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The Bachelor programme budget is intended to cover all operating costs, including academic and invited personnel compensation, the maintenance and upgrading of the material and technical base, literature acquisition, and program development and administration. Student tuition fees are the principal source of revenue. The overarching university budget covers expenses like internationalisation, business trips, scientific research, and publication. This financial model displays both the individual programs' self-sustainability and the institutional commitment of the university's overall revenue, ensuring their long-term viability.

The allocation of financial resources for Programme is economically viable and aligns with its operational needs. The expected income of the programme is 180,000 GEL. The projected expenses are divided into the teaching cost (salary cost of academic and invited personal) – 127,743 GEL, program other expenses – 52,257 Gel. The mechanisms of financial support to facilitate the implementation of research by academic an research staff, including publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities, development of scientific-research/artistic infrastructure is supported from the Faculty of Social and Political Sciences.

Evidences/Indicators

- Programme Self-Assessment Report;
- Budget of the Bachelor's Program in Social Sciences: Modern Georgia 2025;
- Budget of the Faculty of Social and Political Sciences 2025;
- Expert Panel's meeting with the dean of the faculty and head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service.

[Recommendations:](#)

[Suggestions for the Programme Development](#)

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|------------|
| 4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability | Complies |

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

The issues related to the internal quality assurance at LEPL – Ivane Javakhishvili Tbilisi State University are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the "Regulation of the Quality Assurance Service", "Regulation of the Faculty of Social and Political Sciences" and "Procedure for planning, developing, evaluating and developing educational programs". According to the mentioned documents, the Internal Quality Assurance Service of LEPL – Ivane Javakhishvili Tbilisi State University carries out the evaluation of the quality of the programme within the framework of the undergraduate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Service and the Faculties at Ivane Javakhishvili Tbilisi State University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programme was carried out. In order to fully achieve the learning outcomes provided by the programme, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process.

The "Educational Program Development Council" established in the Faculty of Social and Political Sciences plays an important role both in the improvement of the programs and in the internal evaluation of quality. Council members actively participate in the process of reviewing educational programs, are involved in the evaluation of the study process and results. They participate in decision-making regarding the establishment of educational objectives and outcomes of the programs and their modification.

The self-evaluation report shows that the University conducts an educational programmes' evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for

programme development, also on international level, and implements them in the programme. The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols. This is a demonstration of QA processes and mechanisms in place and having a priority position in planning documents; however, the expert panel believes that TSU's current quality assurance practice relies too much on individual rules and interventions. The majority of stakeholders do not thoroughly understand the importance of quality mechanisms and see the tools as must-have and demanded instruments from the faculty management. The logical next step should be to work on establishing a quality culture in the university at all levels and in all its parts. A hallmark of quality culture is a mainstreamed, widely shared awareness of and responsibility for good quality.

Various events and training activities are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The Quality Assurance Service presented the list of activities / training events conducted to improve existing programmes at the University.

Evidences/Indicators

- Educational programme in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service";
- "Regulation of the Faculty of Social and Political Sciences";
- "Procedure for planning, developing, evaluating and developing educational programs";
- Market research;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendations:

- None.

Suggestions for the Programme Development

- It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality).

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|------------|
| 5.1 Internal quality evaluation | Complies |

5.2 External Quality Evaluation

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

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

LEPL – Ivane Javakhishvili Tbilisi State University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the educational programme in Social Sciences: Modern Georgia.

The external evaluation of the programme is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also, the programme was evaluated by the graduates of the adjacent programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the educational programme in Social Sciences: Modern Georgia.

Evidences/Indicators

- Educational programmes in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service";
- "Regulation of the Faculty of Social and Political Sciences";
- "Procedure for planning, developing, evaluating and developing educational programs";
- External Evaluation Results;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

[Recommendations](#)

[Suggestions for the Programme Development](#)

Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|--|------------|
| 5.2. External Quality Evaluation | Complies |

5.3 Programme Monitoring and Periodic Review

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

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

The Quality Assurance Service of the LEPL – Ivane Javakhishvili Tbilisi State University has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the

implementation of the educational programme is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys (the survey is available through the electronic system). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

The involvement of stakeholders in the process of developing the undergraduate program in Social Sciences: Modern Georgia is confirmed. The institution submitted protocols of meetings with the staff elaborating the programmes and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the program quality assurance mechanisms, the quality assurance representatives attend lectures /practical trainings for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage, as the programme is new, does not use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching; however, the academic and invited staff of the program noted their willingness to be involved in the process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. Segregated data according to faculties are reviewed by the Educational Program Development Council. The evaluation results are used by the University administration to improve educational Programmes and the academic process. The university provided the results of the analysis of the academic performance of the students on the some adjacent bachelor programme to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

One of the quality assurance mechanisms for the Ivane Javakhishvili Tbilisi State University is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or semester reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. Although the mentioned activity is confirmed by the interviews with the stakeholders and from the part of CV's of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed by relevant meetings with the Expert Panel. The results of all this analysis are not only documented, but led to major shifts and improvements in the educational programme in Social Sciences: Modern Georgia.

Evidences/Indicators

- Educational programmes in Social Sciences: Modern Georgia;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service";
- "Regulation of the Faculty of Social and Political Sciences";
- "Procedure for planning, developing, evaluating and developing educational programs";
- Quality Assurance Service Researches;
- Benchmark document with similar programs of foreign universities;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

[Recommendations:](#)

[Suggestions for the Programme Development](#)

Evaluation

Please, evaluate the compliance of the programme with the component

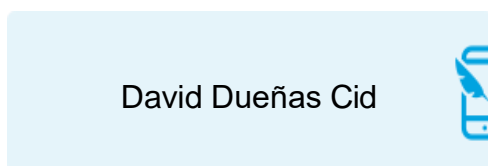
| Component | Evaluation |
|---|------------|
| 5.3. Programme monitoring and periodic review | Complies |

Attached documentation (if applicable):

[Signatures:](#)

[Chair of Accreditation Expert Panel](#)

David Duenas-Cid



[Accreditation Expert Panel Members](#)

Ilia Botsvadze

A handwritten signature in blue ink, appearing to be "I. Botsvadze".

Keti Tskhadadze

A handwritten signature in black ink, appearing to be "K. Tskhadadze".

Natia Gegelashvili

A handwritten signature in black ink, appearing to be "N. Gegelashvili".