



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

### Child Rights, Master's Educational Programme

LEPL - Ivane Javakhishvili Tbilisi State University,  
LEPL - Batumi Shota Rustaveli State University,  
LEPL - Iakob Gogebashvili Telavi State University

Evaluation Date(s)

February 27, 2026

Report Submission Date

April 12, 2026

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

Name of Institution Indicating its Organizational Legal Form	LEPL - Ivane Javakhishvili Tbilisi State University,
Identification Code of Institution	204864548
Type of the Institution	University

Name of Institution Indicating its Organizational Legal Form	LEPL - Batumi Shota Rustaveli State University,
Identification Code of Institution	245428158
245428158 Type of the Institution	University

Name of Institution Indicating its Organizational Legal Form	LEPL - Iakob Gogebashvili Telavi State University
Identification Code of Institution	231187168
Type of the Institution	University

## Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organisation, Country)	Heikki Hiilamo, University of Helsinki, Finland
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Nino Kiknadze, LEPL Tbilisi State Medical University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Tamta Tsirkvadze, LLC Caucasus International University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Ilia Botsvadze, LLC European University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Natia Gegelashvili, LLC East European University, Georgia

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

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ბავშვის უფლებები
Name of Higher Education Programme (in English)	Child Rights
Level of Higher Education/programme	Master's Studies
Qualification to be Awarded <sup>2</sup>	Master of Child Rights
Name and Code of the Detailed Field	0929 Welfare, 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 <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	120 ETCS
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)	

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

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

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme

The Joint Master's Educational Programme in Child Rights was developed through the collaboration of three public higher education institutions — LEPL - Ivane Javakhishvili Tbilisi State University, LEPL - Shota Rustaveli Batumi State University, and LEPL - Iakob Gogebashvili Telavi State University — within the framework of a grant provided by United Nations Children's Fund (UNICEF). The grant included intellectual and financial support to the partner universities, focusing on strengthening human resource capacities, enriching library resources, and improving technical infrastructure. In the autumn of 2025, the Master's programme was submitted for accreditation for the first time. The development process was coordinated by UNICEF and involved academic and invited staff of the partner universities, administrative and support personnel, Georgian and international experts, as well as representatives of various public, private, and non-governmental organisations working in the field of child rights protection. The Master's Programme in Child Rights — designed in line with best international practices — has a pluri- and multidisciplinary profile. It offers students both compulsory and elective courses in the fields of social work, medicine, psychology, education, law, journalism, political science, and economics. The curriculum also includes professional practice focused on developing practical and research skills, as well as the preparation of a Master's thesis.

The programme aims to train specialists in the field of child rights who possess the knowledge and competencies to identify existing challenges, support the realization of children's rights, develop strategies to overcome challenges, and participate in the formulation of relevant programmes and policies. The Master's Programme in Child Rights is unique not only in Georgia but also across the entire post-Soviet space, despite the importance and relevance of the topic.

### ▪ Overview of the Accreditation Site Visit

The accreditation site visit was conducted through a full day of structured interview sessions, observations, and internal expert deliberations involving representatives from three higher education institutions: Tbilisi State University (TSU), Batumi Shota Rustaveli State University (BSU), and Telavi State University (TESAU). The visit aimed to assess the quality, governance, academic standards, stakeholder engagement, and institutional capacity of the accredited programmes. The interviews and observation took place at TSU. However, there were online participants involved from all three institutions.

The expert group began the day with preparatory discussions before meeting senior university leadership from the three institutions. This session focused on institutional strategy, governance structures, quality assurance systems, and inter-university cooperation within the joint programme framework. Subsequent meetings were held with the self-assessment group to review the self-evaluation report, clarify documentation, and discuss programme development, strengths, and identified areas for improvement. Dedicated sessions followed with programme heads, academic staff, master's thesis supervisors, and invited lecturers, addressing curriculum design, research integration, supervision quality, teaching methodologies, and academic standards.

After lunch, the expert panel met with external stakeholders, including employers from UNICEF, NGOs, schools, and educational development centres. This discussion explored labour market

relevance, graduate competencies, and the programme's societal impact. The visit included an observation of the material and technical infrastructure, including library resources, academic process management systems, and learning facilities across the participating universities (with some components reviewed online or via video).

In the afternoon, the expert group met with current students and alumni from the relevant programmes. These discussions provided insight into student experience, academic support, supervision of quality, employability outcomes, and overall programme effectiveness. The final substantive session was held with the quality assurance services of the participating universities, focusing on internal quality mechanisms, accreditation processes, monitoring systems, and continuous improvement procedures. The day concluded with internal working time for the expert group, followed by a presentation of preliminary findings to the university representatives.

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

- 1-st standard – Complies with requirements

- 2-nd standard - Complies with requirements

- 3-rd standard - Complies with requirements

- 4-th standard – Substantially Complies with requirements

- 5-th standard - Complies with requirements

- **Recommendations**

- 1.5 Academic Course/Subject**

- The syllabus should be revised to include an additional 5 ECT course on research methods in child rights with emphasis on quantitative methods.

- 4.2 Qualification of Supervisors of Master's Student**

- It is recommended that the programme management review the list and number of master's thesis supervisors and carefully analyse the academic profiles and CVs of programme staff. The right to supervise master's theses should be granted only to those individuals whose academic qualifications and recent research activities clearly correspond to the field of child rights and the specific research topic.

- 4.4 Material resources**

- It is recommended that, prior to the launch of the programme, the partner universities ensure full alignment between the literature indicated in course syllabi and the resources available in institutional libraries and electronic databases. Where necessary, the university libraries should be supplemented with the compulsory literature listed in the syllabi, or the syllabi should be revised to ensure that the required literature is fully accessible to students.

- **Suggestions**

- **2.1. Programme admission preconditions**

- It is suggested that the programme management conduct a formal annual review of the admission results and student progression to assess the impact of diverse academic backgrounds on learning outcomes. Based on this analysis, the HEI may consider to either refine the admission criteria by specifying a list of eligible undergraduate degree fields (e.g., Social Sciences, Law, Medicine, Education) or introduce mandatory bridging modules for students from non-related backgrounds to ensure they possess the necessary foundational knowledge.

- **Brief Overview of the Best Practices (if applicable)<sup>4</sup>**

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

As for Recommendation “1.5 Academic Course/Subject,” the HEIs argued that the programme already includes two mandatory research methods courses (10 ECTS in total), covering both qualitative and quantitative approaches and ensuring the strong development of students’ research skills. Furthermore, they noted that research competencies are reinforced across several other compulsory and elective courses through integrated activities. Given this existing structure and credit distribution, the HEIs consider the addition of a separate 5 ECTS course focused on quantitative methods as a possible future improvement rather than a necessary requirement. However, the expert panel did not share the HEIs’ position. Given the heterogeneous academic backgrounds of students, it was deemed necessary to include the recommended course in the syllabus.

The expert panel initially recommended that the programme conduct an annual review of admissions and student progress to evaluate how different academic backgrounds affect learning outcomes. Based on the findings, the programme could either refine admission criteria by specifying relevant undergraduate fields or introduce bridging modules to ensure that all students possess the necessary foundational knowledge. In their response, the HEIs agreed on the importance of continuous programme monitoring through internal quality assurance systems and acknowledged that admission requirements could be revised if students from diverse academic backgrounds encounter difficulties in achieving learning outcomes. However, they emphasized that the current admission criteria already

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

meet accreditation standards and requested that the recommendation be treated as advisory rather than mandatory. The expert panel agreed with the HEIs' position and revised the recommendation into a suggestion.

Regarding Recommendation 4.2 on the qualification of supervisors of Master's students, the HEIs argued that all three universities (Batumi, Telavi, and Tbilisi State Universities) have formal regulations governing the supervision and evaluation of Master's theses. According to the HEIs, these regulations ensure that supervisors are academically qualified, typically holding a doctoral or relevant academic degree, along with appropriate research experience in the thesis field. However, the expert panel did not share this position. During the interviews, it was found that several academic staff members did not meet the required qualifications for supervision.

With respect to Recommendation 4.4 on material resources, the HEIs agreed that all syllabus materials should be accessible in university libraries. They noted that Tbilisi State University has extensive library resources across multiple locations where relevant materials are available. According to the HEIs, although some books were not found in one reading room during the site visit, they are available in other university libraries and can be verified through the online catalogue. The expert panel did not accept this argument and maintained that, prior to the launch of the programme, partner universities must ensure full alignment between the literature listed in course syllabi and the resources available in institutional libraries and electronic databases.

Finally, the expert panel initially recommended that all three higher education institutions ensure that their quality assurance policies and procedures are publicly available. In response, the HEIs stated that all relevant policies and procedures related to internal quality assurance are published on their official websites, although the links were not included in the self-evaluation report. The available information and its publication dates demonstrate that these materials were publicly accessible during the expert panel's visit. The expert panel accepted the HEIs' position and removed the recommendation.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

- **Staff and Supervisors**

The programme involves a total of 29 staff members, including 19 academic staff and 10 visiting (invited) staff. Among the academic staff, there are 5 Professors and 14 Associate Professors. A total of 18 staff members possess sectoral expertise, and 18 hold a PhD degree in the relevant sectoral field. All academic staff are affiliated with the programme (19), resulting in an affiliated-to-academic staff ratio of 1:1. The ratio of academic staff to invited staff is 19:10, indicating that the programme relies primarily on its core academic staff while complementing teaching and research activities with contributions from invited experts. The programme has 29 potential supervisors of Master's theses, including 19 affiliated academic staff and 10 visiting personnel. Among the supervisors, 22 hold a PhD in the relevant sectoral field, ensuring strong academic qualifications for thesis supervision. The academic staff includes 5 Professors and 14 Associate Professors, while no Assistant Professors or Assistants are listed as supervisors.

With 15 Master's students enrolled in the programme, the student-to-supervisor ratio is approximately 0.52 students per supervisor (15:29). Even if supervision were limited to the 19 affiliated academic staff, the ratio would be 0.79 students per supervisor (15:19). Both ratios indicate a very favorable supervision capacity, allowing supervisors to dedicate sufficient time and expertise to each student's thesis work.

Given the relatively small number of students compared to the available supervisors, the workload per supervisor is expected to remain moderate, with most supervisors likely overseeing no more than one thesis at a time, and many potentially supervising none in a given year. This distribution supports high-quality supervision, personalized guidance, and adequate mentoring during the thesis process.

Overall, the supervisory capacity and workload scheme appear well balanced, with sufficient qualified staff to support the expected number of Master's students while maintaining manageable workloads for supervisors.

- **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 academic staff involved in the programme demonstrate a solid scientific and research profile. Over the past five years, the staff have maintained an active record of scientific publishing in peer-reviewed journals indexed in international databases, and they regularly participate in both international and domestic academic conferences, presenting research findings and engaging with scholarly communities. In addition to journal publications and conference presentations, staff members contribute to scientific and scholarly activities through participation in research networks, expert panels, and policy-related research initiatives.

At the same time, an important contextual challenge concerns the limited volume of existing research on child rights in Georgia, which may constrain the immediate development of a strong research component within the programme. To address this challenge, the programme has planned targeted activities aimed at strengthening research capacity in this field. In particular, over the next two years the academic staff will prepare and submit grant proposals to national and international funding bodies in order to support new scientific research projects and related scholarly activities on child rights. These initiatives are expected to expand the research base in the field and enhance the programme's long-term scientific output and impact.

- **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.)

No program. No information on the turnover rate since the programme has not yet started.

- **Data on the Individuals Enrolled**

No individuals currently enrolled, new programme.

- **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
<b>1.</b>	<b>1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>Complies</b>
1.1	<a href="#">Programme Objectives</a>	Complies
1.2	<a href="#">Programme Learning Outcomes</a>	Complies
1.3	<a href="#">Evaluation Mechanism of the Programme Learning Outcomes</a>	Complies
1.4	<a href="#">Structure and Content of Educational Programme</a>	Complies
1.5	<a href="#">Academic Course/Subject</a>	Substantially
<b>2.</b>	<b>Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering</b>	<b>Complies</b>
2.1	<a href="#">Programme Admission Preconditions</a>	Complies
2.2	<a href="#">The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills</a>	Complies
2.3	<a href="#">Teaching and Learning Methods</a>	Complies
2.4	<a href="#">Student Evaluation</a>	Complies
<b>3.</b>	<b>Student Achievements and Individual Work with Them</b>	<b>Complies</b>
3.1	<a href="#">Student Consulting and Support Services</a>	Complies
3.2	<a href="#">Master's Student Supervision</a>	Complies
<b>4</b>	<b>Providing Teaching Resources</b>	<b>Substantially</b>
4.1	<a href="#">Human Resources</a>	Complies
4.2	<a href="#">Qualification of Supervisors of Master's Student</a>	Substantially
4.3	<a href="#">Professional Development of Academic, Scientific and Invited Staff</a>	Complies
4.4	<a href="#">Material Resources</a>	Substantially
4.5	<a href="#">Programme/Faculty/School Budget and Programme Financial Sustainability</a>	Complies
<b>5</b>	<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies</b>
5.1	<a href="#">Internal Quality Evaluation</a>	Complies
5.2	<a href="#">External Quality Evaluation</a>	Complies
5.3	<a href="#">Programme Monitoring and Periodic Review</a>	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 Self-evaluation Report, attached documentation, and interviews demonstrate that the objectives of the Joint Master's Programme in Child Rights clearly reflect the specificity of the field, the graduate level of study, and the interdisciplinary nature of the programme. They define a comprehensive set of advanced theoretical knowledge, practical skills, and professional competences, including interdisciplinary understanding of child development and child rights, research capacity, policy analysis, advocacy, and the ability to design and evaluate rights-based interventions across legal, social, educational, and health systems. As a unique programme in Georgia and the wider post-Soviet region, developed with international expertise, particularly through UNICEF, and informed by labour market analysis, it addresses an identified shortage of specialised child rights professionals. The programme prepares graduates to contribute to research-informed policymaking, institutional reform, and the effective implementation of child rights frameworks. In doing so, the programme ensures academic coherence at the Master's level while contributing to the strengthening of the child rights field and the promotion of social development at national and international levels.

The Joint Master's Programme in Child Rights complies with the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA) with regard to eligibility, joint design and delivery, and the existence of a formal cooperation agreement. First, all partner institutions participating in the programme are recognised higher education institutions within their respective national higher education systems. Their national legal frameworks permit participation in joint programmes and the awarding of higher education degrees. The degrees awarded within the programme belong to the recognised higher education degree systems of the countries in which the partner institutions are based.

Second, the programme is jointly designed and delivered by the participating institutions. Academic staff from the partner institutions contribute to curriculum development, teaching, supervision, and the overall academic implementation of the programme. This collaborative approach ensures that the programme reflects the combined academic expertise of the consortium and supports its interdisciplinary and international character.

Third, the terms and conditions governing the implementation of the joint programme are formalised in a cooperation agreement between the partner institutions. The agreement clearly defines the denomination of the degree(s) awarded, the coordination and distribution of responsibilities among partners regarding academic management and financial organisation, and the procedures for student admission and selection. It also regulates student and staff mobility within the consortium, examination and assessment procedures, recognition of credits, and the processes for awarding the final degree. Together, these arrangements provide a transparent and structured framework for the effective joint delivery and quality assurance of the programme.

## Evidences/Indicators

- Self-assessment report
- Syllabus
- Cooperation agreement
- Interviews with senior university leadership from the three institutions, the self-assessment group, and programme heads

:

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

## Suggestions for the Programme Development

- Non-binding suggestions for programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.1 Programme Objectives</a>	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.

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

The Self-evaluation Report, attached documents and interviews demonstrate that the learning outcomes of the Master's Programme in Child Rights are logically aligned with the programme's objectives and the interdisciplinary specificity of the field. Structured according to the categories of knowledge and awareness, skills, and responsibility and autonomy, the learning outcomes clearly describe the advanced theoretical understanding, practical competencies, research capacity, policy and advocacy skills, and ethical responsibility that students are expected to acquire at Master's level. The learning outcomes are measurable, achievable and realistic. Furthermore, the developing the learning outcomes of the programme has been a collaborative process and involves all stakeholders (academic / research / visiting staff, students, graduates, employers).

The outcomes reflect the complexity of child rights as a field that integrates legal, social, educational, psychological, medical, and policy dimensions, and they correspond directly to the programme’s aim of preparing graduates capable of research-informed practice, institutional reform, and rights-based advocacy. Their formulation is grounded in the National Qualifications Framework, labour market analysis, international best practices, and stakeholder consultation, ensuring coherence between objectives, curriculum structure, assessment methods, and expected graduate competences. Together, the learning outcomes demonstrate that the programme equips students not only with specialised knowledge and applied skills but also with the autonomy, ethical awareness, and leadership capacity required to contribute responsibly to the advancement of child rights at national and international levels.

As for the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) the intended program learning outcomes are formulated in terms of knowledge, skills, and competences and are aligned with the corresponding level of the framework, as well as with the applicable national qualifications framework(s).

**Evidences/Indicators**

- Self-assessment report
- Syllabus
- Interviews with senior university leadership from the three institutions, the self-assessment group, and programme heads

**Recommendations:**

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

**Suggestions for the Programme Development**

- Non-binding suggestions for programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.2 Programme Learning Outcomes</a>	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 learning outcomes has been developed within the framework of the Joint Master's Educational Programme in Child Rights based on the following documents: "Learning Outcomes of the Educational Program Formulation and Evaluation" at LEPL Ivane Javakhishvili Tbilisi State University, "Mechanisms for Assessing Learning Outcomes of an Educational Program" at LEPL Shota Rustaveli Batumi State University and "Educational Program Quality Assessment System" at LEPL Iakob Gogebashvili Telavi State University.

The assessment of the learning outcomes of the Master's Programme in Child Rights will be carried out through the joint efforts of all three implementing universities, in accordance with their internal regulations, and on the basis of effective communication and close cooperation. In accordance with the agreement between Ivane Javakhishvili Tbilisi State University (TSU), Shota Rustaveli Batumi State University (BSU), and Iakob Gogebashvili Telavi State University (TESAU), organisational issues related to programme implementation are managed by the Programme Governing Committee. This Committee is composed of representatives from all three universities on a parity basis: programme directors, administrative representatives of the relevant main academic units, and representatives of the quality assurance services.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programme presents a map of the compatibility of goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and show 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; Various direct assessment tools can be used for evaluation, including: final or mid-term exam of the academic course, practical work, activity, test, etc. Accordingly, an approach allows to measure and evaluate how successfully the student was able to achieve the learning outcome defined by the program. Data collection will take place twice during the academic year (during fall and spring semesters). In case of non-fulfillment of the given targets, the program committee together with the heads of the master's programme is obliged to investigate the reasons and, if necessary, to take appropriate action, and at a later stage the processes are evaluated by the quality assurance service of the faculty.

Universities employ evaluation of learning outcomes of the programme using an indirect method, in particular: Student self-assessment, Employer assessment of students, Surveys of students, graduates and employers, Interviews with students and graduates, Focus group discussions, Graduate employment rate, Students' academic performance, Programme completion rate. Universities operate an annual survey mechanism based on the analysis of the results of which the compliance of the program results with the established target marks is determined. Each partner university will assess the learning outcomes of the programme components it delivers and will also participate in the surveys of various stakeholders, coordinated by the faculty and university quality assurance services of the partner institutions. The consolidated assessment results will be communicated to the programme directors and the Programme Governing Committee for follow-up action.

Academic/scientific and invited staff of the program are familiar with the methods of assessment of learning outcomes; The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes. The Quality Assurance Services of three Universities held a number of informative and working meetings with the staff involved in the programmes, where the main topic was the methodology of comparing the programme goals and learning outcomes; the methodology of the formation of the learning outcomes of the syllabus (including the formation of the learning outcomes with the verbs of Bloom's taxonomy, the consolidation and generalization of the results).

Universities provide information about the evaluation and analysis of the program's learning outcomes to interested parties.

As for the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) the intended program learning outcomes demonstrate that they can be achieved.

### **Evidences/Indicators**

- Joint Master's Educational Programme in Child Rights;
- Programme Self-Assessment Report;
- "Learning Outcomes of the Educational Program Formulation and Evaluation" - LEPL Ivane Javakishvili Tbilisi State University;
- "Mechanisms for Assessing Learning Outcomes of an Educational Program" - LEPL Shota Rustaveli Batumi State University;
- "Educational Program Quality Assessment System" - LEPL Iakob Gogebashvili Telavi State University;
- Program Learning Outcomes Evaluation System;
- Map of the compatibility of goals and learning outcomes;
- Programme 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:**

- None

### Suggestions for the Programme Development

- None

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.3 Evaluation Mechanism of the Programme Learning Outcomes</a>	Complies

### **1.4. Structure and Content of Education Programme**

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

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

The Master's Programme in Child Rights has been developed in full compliance with the internal regulations and established methodologies of the three partner higher education institutions for planning, designing, and enhancing educational programmes. Its structure follows national legislation, the European Credit Transfer System (ECTS), and the National Qualifications Framework, and includes all required components of a Master's level programme, such as clearly defined objectives, learning outcomes, curriculum structure, assessment methods, and quality assurance mechanisms. The 120 ECTS structure, with a balanced distribution between compulsory courses, electives, professional practice, and a substantial research-based Master's thesis, ensures logical progression from theoretical foundations to applied and research competences. Course prerequisites, curriculum mapping, and preparatory research assignments are designed to systematically build the knowledge and skills necessary to achieve the stated learning outcomes. The programme's multidisciplinary content reflects the specificity of the child rights field and aligns with Master's level expectations in social sciences, while the proposed qualification of "Master of Child Rights" (or its alignment with the Master of Social Sciences classification) is consistent with the programme's content, learning outcomes, and academic level.

The Joint Master's Programme in Child Rights meets the relevant standards regarding programme design, stakeholder involvement, transparency, and curriculum organisation. The programme systematically incorporates recent research findings and contemporary scientific developments in the field of child rights. The curriculum reflects current international scholarship and policy debates, drawing on interdisciplinary perspectives from law, social sciences, education, and public health. Teaching materials, course content, and research assignments are regularly updated to ensure that students engage with the latest academic literature, international legal frameworks, and evidence-based practices related to the protection and promotion of child rights.

The content of the programme reflects the international dimension of the field and the graduate level of study. The curriculum integrates key issues of internationalisation, including international child rights standards, comparative legal frameworks, global governance mechanisms, and cross-national policy approaches. International perspectives are further strengthened through collaboration with international experts, the use of global case studies, and engagement with international organisations working in the field of child rights.

The programme development is carried out as a collaborative process involving multiple stakeholders. Academic and research staff, visiting experts, students, graduates, and representatives of relevant professional fields contribute to the development and periodic review of the programme. This participatory approach ensures that the curriculum remains academically rigorous, professionally relevant, and responsive to labour market needs in the field of child rights.

The higher education institution ensures the public availability and transparency of information about the programme. Comprehensive information on the programme structure, admission requirements, curriculum, learning outcomes, and degree requirements is publicly accessible through official institutional channels, including the university's website and programme documentation.

With regard to the curriculum structure, the programme is designed to enable students to achieve the intended learning outcomes. The curriculum integrates theoretical knowledge, methodological training, and practical competences required for research, policy analysis, advocacy, and rights-based programme development. Courses are organised in a coherent progression that supports the development of advanced knowledge, analytical skills, and professional competences at the Master's level.

The programme applies the European Credit Transfer and Accumulation System (ECTS) appropriately. The allocation of credits across courses and learning activities is clearly defined and corresponds to the expected student workload. Credit distribution reflects the relative weight of individual courses and learning activities, including coursework, independent study, and the Master's thesis.

Finally, the programme meets the expected workload requirements for a Master's level qualification within the Framework for Qualifications of the European Higher Education Area. The total workload corresponds to the standard range for second-cycle programmes (90–120 ECTS credits). The institution monitors student workload and the average time required to complete the programme in order to ensure that the programme structure remains feasible and aligned with the intended learning outcomes.

### **Evidences/Indicators**

- Self-assessment report
- Syllabus
- Interviews with senior university leadership from the three institutions, the self-assessment group, and programme heads
- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

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

- Non-binding suggestions for programme development

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.4 Structure and Content of Educational Programme</a>	Complies

#### 1.5. Academic Course/Subject

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

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

The syllabi of the courses within the Master's Programme in Child Rights are structured in accordance with national requirements and include clearly defined objectives, learning outcomes, credit allocation, teaching and assessment methods, and relevant study materials. Course-level learning outcomes were developed based on the programme learning outcomes, and their alignment is systematically demonstrated through a Curriculum Map, ensuring that the academic courses of the main field of study directly contribute to the achievement of overall programme outcomes. The allocation of ECTS credits reflects the complexity, scope, and workload of each course, guaranteeing that contact hours, independent study, and learning tasks are sufficient for achieving the intended learning outcomes. The elected core and supplementary literature, incorporating up-to-date Georgian and international research in child rights, further supports the attainment of both course-level and programme-level competences. Together, the logical alignment of content, credit volume, teaching methods, assessment criteria, and study materials ensures that the defined learning outcomes of the courses and the programme are effectively achieved. However, there is a concern that the syllabus does not include enough methodological studies, especially in quantitative methods, to build up research competence for master thesis and subsequently progression towards PhD level.

#### Evidences/Indicators

- Self-assessment report
- Syllabus
- Interviews with senior university leadership from the three institutions, the self-assessment group, and programme heads
- Component evidences/indicators, including the relevant documents and interview results

#### Recommendations:

- The syllabys should be revised to include an additional 5 ECT course on research methods in child rights with emphasis on quantitative methods.

## Suggestions for the Programme Development

- Non-binding suggestions for programme development

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.5. Academic Course/Subject</a>	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**

The joint Master's programme in Child Rights has established admission procedures and preconditions that comply with the internal regulations of the partner HEIs (TSU, BSU, TESAU) and current Georgian legislation. Based on the Self-Evaluation Report (SER) and the site visit, the programme is designed to be inclusive, allowing applicants from diverse academic backgrounds to apply.

However, in light of the European Approach for Quality Assurance of Joint Programmes (Standard 4.1), which emphasizes that admission requirements should be appropriate to the programme's level and discipline, a potential challenge was identified. Based on the site-visit interviews and the analysis of the Self-Evaluation Report (SER), the programme currently allows for a very broad range of undergraduate backgrounds without specific field-related prerequisites. During the site visit interviews, it was revealed that the working group involved in the programme development held extensive discussions regarding the admission criteria. There was a significant diversity of opinions (divergence of views) within the team concerning the baseline knowledge required for the field. The group acknowledged that the gap in foundational knowledge between students with legal, medical, or social science backgrounds and those with technical education would be substantial.

Ultimately, the management decided to provide an equal opportunity for individuals from all fields to specialize in child rights, emphasizing the multidisciplinary nature of the programme. However, as the

programme lacks specific field-related prerequisites or bridging courses at this stage, this open-access approach may create significant pedagogical challenges. To ensure that all students, regardless of their undergraduate background, can effectively achieve Level VII learning outcomes, the admission policy requires ongoing monitoring and refinement.

Furthermore, as a joint programme implemented by three partner HEIs (TSU, BSU, and TESAU), a potential challenge relates to the geographical and numerical distribution of students across the participating institutions. While the joint nature of the programme provides students with access to a broader pool of highly qualified academic staff from all three universities, an uneven distribution of enrolled students among the campuses may create logistical and administrative complexities in maintaining a unified learning environment. It is essential for the program leadership to ensure that admission procedures and student allocation do not hinder the quality of educational delivery at any specific location.

#### **Evidences/Indicators**

- Self-assessment report
- Syllabus
- 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;

#### **Recommendations:**

- None

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

- It is suggested that the programme management conduct a formal annual review of the admission results and student progression to assess the impact of diverse academic backgrounds on learning outcomes. Based on this analysis, the HEI may consider to either refine the admission criteria by specifying a list of eligible undergraduate degree fields (e.g., Social Sciences, Law, Medicine, Education) or introduce mandatory bridging modules for students from non-related backgrounds to ensure they possess the necessary foundational knowledge.

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

The 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 and Standard 5 of the European Approach for Quality Assurance of Joint Programmes.

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

The joint Master's programme in Child Rights is designed to ensure the robust development of students' practical and research skills through a multidisciplinary approach. A significant strength of this joint initiative is the collaborative human resource model, which provides students with access to highly qualified academic and invited staff from all three partner universities (TSU, BSU, and TESAU). To support this joint delivery and bridge geographical gaps, all three institutions have acquired specialized multimedia equipment, which ensures high-quality online participation and synchronized learning experiences for all students.

Based on the site-visit interviews, the practical component of the programme is a core asset. The academic staff demonstrated deep sectoral experience and presented clear pedagogical arguments for their clinical and field-work methodologies. The curriculum's focus on Problem-Based Learning (PBL) and the intensive involvement of students in real-world scenarios are intended to foster high-level professional and transferable competencies. According to the Curriculum Map, the "Practice Placement in Child Focused Organizations" (Component 14) is specifically designed to reinforce skills such as applying interdisciplinary knowledge and advocating for child rights.

To ensure that students at all locations have equal and consistent opportunities for high-quality practical placements, the programme has established a robust network of partners. This includes national-level agreements with the Social Service Agency (SSA) and SOS Children's Village, which operate regional branches accessible to students at BSU and TESAU. Furthermore, to support the regional integration of TESAU students, the programme has integrated a wide network of public schools in the Kakheti region (e.g., Telavi №1 and №9, Gurjaani №2, Akura, Bodbe), allowing for diverse local practice placements. Practical activities are evaluated by qualified supervisors in the host organizations using structured assessment rubrics to ensure the achievement of learning outcomes. Based on the documentation, including the Joint Programme Agreement, the Curriculum Map, and the unified Learning Outcomes Assessment methodology, the aspects of coordinating the programme implementation between the three universities are well-addressed, which is critical for the overall success of the initiative.

### **Evidences/Indicators**

- Self-assessment report
- Syllabus
- Agreements and Memorandums

- 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;

**Recommendations:**

- None

**Suggestions for the Programme Development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.2. The Development of practical, scientific/research/creative/performing and transferable skills</a>	Complies

**2.3. Teaching and Learning Methods**

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

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

The joint Master's programme in Child Rights utilizes student-oriented teaching and learning methods that correspond to the Master's level (Level VII). Based on the Self-Evaluation Report (SER) and site-visit interviews, the academic staff demonstrated high competence and provided well-reasoned arguments for their choice of pedagogical approaches.

A key finding from the interviews is the programme's strategic approach to managing students with diverse baseline knowledge (from law, medicine, social work, etc.). The staff effectively utilizes the "**Flipped Classroom**" methodology, where students with prior expertise in specific fields share their knowledge, facilitating peer-to-peer learning and active engagement. This student-centered approach is significantly supported by the newly acquired multimedia equipment at TSU, BSU, and TESAU, which ensures high-quality online interaction and the seamless implementation of interactive sessions across the three partner universities.

The teaching-learning methods, including Case Studies and Problem-Based Learning (PBL), encourage critical and analytical skills. The staff's responses to practical questions confirmed their ability to integrate theory with professional practice effectively. The methodological integrity of

the joint programme is maintained through collaboration between the academic teams of the three institutions

#### Evidences/Indicators

- Academic process regulatory documents of partner universities
- Self-assessment report
- Syllabus
- 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;
- Documentation on the presence of electronic learning resources.

#### Recommendations:

- None

#### Suggestions for the Programme Development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.3. Teaching and learning methods</a>	Complies

#### 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 of students in the Master's program in Child Rights is carried out in accordance with the internal regulations and academic process rules of the partner universities, which define the core assessment principles, rules, and procedures. This information is available on the universities' websites, while assessment forms, components, and methods are described in the syllabi, which are accessible to students through student databases and are known to them in advance. Students (of related programmes) regularly receive feedback on their academic results. They are provided with information regarding both their achieved results and their strengths and areas for improvement.

According to the current legislation of Georgia, student achievements in the Master's program in Child Rights are assessed using a 100-point system, where 100 points represent the maximum grade. To be awarded credits, a minimum of 51 points is required. The assessment of student learning outcomes includes both midterm and final evaluations. Each assessment form and component has a specific weight within the overall (100-point) grade. Credits cannot be awarded based on only one type of assessment (midterm only or final only). The final exam is considered passed if the student earns at least 50% of the maximum possible points on the exam.

If a student receives an FX grade in an educational program component, an additional exam shall be scheduled, which must be held no less than 5 days after the announcement of the final exam results. The points obtained in the additional exam are not added to the points received during the final assessment. The result of the additional exam is considered the final grade and is reflected in the overall assessment of the relevant study component. In the event that, taking the additional exam into account, the student ultimately receives a score between 0 and 50 points, they will be assigned an F grade (0 points).

As for the master's thesis, it is assessed once through a final evaluation, and the grading system is based on a 100-point scale. If a student receives an FX grade ("failed") in the scientific-research component of the master's educational program, they have the opportunity to submit a revised thesis during the following semester. However, an F grade ("failed/fail") means that the master's student loses the right to resubmit the same scientific-research component. The decision made by the commission is final. The assessment criteria for the master's thesis are defined in detail in the Master's Studies Regulations.

In accordance with the academic process regulations of the partner universities, students have the right to appeal grades received in various training courses. In the event of an appeal, the work is re-evaluated by academic staff with the appropriate competence. If necessary, a special commission may also be established. The final decision reached by the alternative evaluator or the commission is officially communicated to the student.

To ensure the objectivity and transparency of the master's thesis defense process, as well as for the purpose of joint assessment, the formation of a joint certification commission is planned. The commission will include representatives from partner universities and individuals with appropriate qualifications, adhering to the principle of parity. Members of the joint certification commission will be appointed upon the recommendation of the deans of the respective primary educational units of the partner universities. Each educational unit will be represented in the commission by at least two members. The procedure for the preparation and defense of the master's thesis is pre-agreed upon between the partner universities.

In all three partner HEIs, attention is also paid to academic integrity throughout the teaching and research process. A specialized plagiarism detection program, Turnitin, operates in all three universities. The software was acquired within the framework of the ERASMUS+ institutional development project "Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)" and is integrated

with the Moodle platform. To study the program's functionality, students and staff were prepared through information/working meetings and training sessions at all three universities. The program is used within training courses, as well as for the assessment of bachelor's, master's, doctoral, and student conference papers. The use of this program is also planned for the Master's program in Child Rights.

Additionally, with the involvement of the TSU Quality Assurance Service, the National Scientific Library, the TSU Multimedia Center, and the academic staff responsible for the academic writing course at the university, 15 video lectures were created (uploaded to TSU's YouTube page) for the purpose of protecting academic integrity, raising awareness, and improving academic writing competencies among students.

In general, the assessment processes in the joint Master's programme in Child Rights are aligned with the principles of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), particularly Standard 1.3 – Student-centred Learning, Teaching and Assessment. Student assessment methods are clearly defined in the syllabi and are aligned with the intended learning outcomes of each course. Various assessment forms are used to ensure a comprehensive evaluation of students' knowledge, skills, and competencies. Assessment procedures are transparent, fair, and consistently applied across partner institutions. The joint nature of the programme is also reflected in the assessment procedures, particularly in the evaluation of the master's thesis, which will be conducted by a joint certification commission composed of representatives of the partner universities. This mechanism ensures objectivity, academic integrity, and shared academic responsibility in the evaluation process. Furthermore, the use of plagiarism detection systems and the implementation of academic integrity policies contribute to maintaining high academic standards and support the reliability and credibility of the assessment process.

#### **Evidences/Indicators**

- Syllabi
- Academic process regulatory documents of partner universities
- Master's studies regulations of partner universities
- Academic integrity and codes of ethics / regulatory documents of partner universities
- Self-assessment document
- Websites and electronic portals of partner universities
- TSU YouTube page
- Interview results

#### **Recommendations:**

- None

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

- None

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.4. Student evaluation</a>	Complies

### 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 all three partner universities, students are provided with counseling services that facilitate effective planning of the learning process, improvement of academic results, and discovery of employment opportunities.

Main activities of student services include: Support for individual planning of the learning process; Provision of necessary certificates and documentation for the student; Regular responses to student questions, which are provided via the student database and email. In case of necessity, important information is periodically sent to students via mobile phone. Provision of all types of support and information (including professional development, employment, local and international projects, Erasmus exchange programs, and others) is carried out through individual messages, as well as posted on the websites of the faculties and universities.

As part of the academic registration process, faculties offer students tutoring sessions, the schedule for which is available on the faculty information boards and websites. If necessary, students can obtain detailed information from a tutor who is well-acquainted with the specifics of the program. The tutor provides consultation to students in selecting disciplines, assists in the correct development of an individual schedule, and, if needed, provides technical support as well.

In general, consultation begins as soon as the student is enrolled, with meetings planned for students during the very first week. Not only academic staff but also all relevant departments of university and faculty services participate in these meetings. Students are provided with information regarding university services and the latest news within the university environment.

At the beginning of the academic semester, during the first introductory lecture of each training course, students are provided with complete information regarding the requirements defined in the syllabus. This ensures that

the student is prepared for the expected academic workload within the framework of a specific course throughout the semester. The syllabus also specifies consultation hours and the instructor's contact information, which allows the student to have direct feedback from the instructor when necessary.

Furthermore, in all three partner universities, every student of the program utilizes the student database, from which they can, if necessary, contact the course lecturer, receive feedback, and access learning resources. In parallel, joint groups of students and lecturers are created within the program on social networks, which additionally provide effective, more frequent, and intensive communication. Concurrently, by using social networks, joint groups of students and lecturers are formed, further facilitating effective, more frequent, and intensive communication.

For the purpose of planning the learning process and improving academic outcomes, universities offer students counseling services coordinated by the relevant department of the central administration, the faculty administration, and the program heads.

Furthermore, competent representatives of the faculties, personnel involved in program implementation, and program heads regularly meet with students and provide information regarding local and international projects, various events, professional and academic development courses, employment-oriented activities, and other relevant initiatives.

Additionally, it should be noted that the TSU Social Work Department plans to organize a job fair, which will become a permanent fixture in the future and will be open to both students and graduates of the Master's program in Child Rights.

Through the organization of the scientific research and development services and supporting structural units of the partner universities, student scientific conferences are held, and scientific journals are published where students, after passing a qualified peer-review process, can publish their own scientific articles. Support for students' scientific activities is also provided through individual meetings and email communication with the staff of the scientific research and development services.

Students are provided with information regarding research grants active within the faculty, which involve the joint participation of faculty academic staff and students. Furthermore, at TSU, and consequently within the faculty, there is a financial incentive system for master's level students, which provides tuition funding for students with high academic performance.

The implementation team of the Child Rights Master's program supports student mobility and free movement, enabling them to participate in international teaching and research processes both within Georgia and abroad. For example, at TSU, for the purpose of recognizing credits earned at foreign universities, credit recognition commissions have been established within the faculties; these commissions assess the compatibility of academic results achieved by the student in another educational program of the same level with the corresponding TSU program and make decisions regarding the recognition of the relevant credits.

Students can receive consultations on employment issues at student career development centers, which also provide support for the student's career development.

In the universities, various student clubs operate for the purpose of implementing projects and initiatives that promote informal education and the effective use of free time. For example, at BSU (Batumi State University), there is a debate club, a photo-video artists' club, an intellectual club, and others.

In general, the student support services within the joint Master's programme in Child Rights are aligned with ESG 1.6 standards. Support mechanisms ensure that students can achieve the intended learning outcomes while taking into account the specific challenges of mobile students and the joint nature of the programme. Services are coordinated across the partner universities, allowing students to access academic advice, career development guidance, tutoring, and research support both locally and during international mobility periods. Information is disseminated through multiple channels, including student databases, e-mail, social media groups, and university websites, which ensures effective communication regardless of students' location. Joint initiatives, such as scientific conferences, student clubs, and Erasmus+ exchange programs, provide students with opportunities for professional, academic, and personal development while fostering collaboration between students and academic staff across partner institutions.

#### **Evidences/Indicators**

- Syllabi
- Regulatory documents of the academic process of partner universities
- Regulations of the scientific research and development services of partner universities
- Regulations of the career development services of partner universities
- Information provided by partner universities regarding student (of related programmes) involvement in local and international activities, such as exchange programs and participation in conferences.
- Self-assessment document
- Websites of partner universities
- Interview results

#### **Recommendations:**

- None

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

- None

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">3.1 Student Consulting and Support Services</a>	Complies

### 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

The research component of the educational program implies independent research carried out by the master's student, the results of which are reflected in the master's thesis. The master's thesis carries 30 credits and represents the result of independent, innovative research conducted by the student, based on the study of relevant modern literature, the use of the latest methods and approaches, the formulation of conclusions, and the presentation of results in compliance with the principles of academic integrity.

To ensure the process of completing the master's thesis, the student is assigned a scientific supervisor, whom the student chooses after selecting a preliminary thesis topic, based on consultations with the head(s) of the master's program.

The selection of the master's thesis topic occurs according to the student's interests, in agreement with the scientific supervisor, and taking into account modern problematics. The topic of the master's thesis and the supervisor are approved by the Faculty Board upon the recommendation of the relevant department.

In accordance with Georgian legislation and the internal regulations of the partner HEIs (Higher Education Institutions), a master's thesis scientific supervisor may be a Professor, Associate Professor, or an Assistant Professor/Scientific Officer holding a PhD or an equivalent academic degree, who possesses the relevant qualifications in the field of the master's thesis. In the case of TSU, a master's student's scientific supervisor may also be a doctoral student in the relevant field, provided that their dissertation topic and publications align with the theme of the master's thesis.

The supervisor maintains regular consultations with the student, which are reflected either in their annual academic workload as contact hours or within their signed contract. Meanwhile, the student performs a portion of the work using hours designated for independent study. The frequency of these consultations corresponds to the specifics of the research topic. The supervisor provides guidance to the student regarding the theoretical part of the thesis, as well as the research methodology and the writing of the master's thesis itself.

The scientific supervisor has the following obligations: to assist the student in developing the master's thesis plan and processing the bibliography; to periodically check the progress of the work, offer feedback, and ensure the

research is directed correctly; to conduct regular consultations; to aid the student in integrating into local and international scientific spaces; to facilitate the student in presenting reports at university, national, or international scientific conferences, or in publishing (work, article, thesis) or having it accepted for publication in scientific conference proceedings; and to prepare a final conclusion upon the completion of the master's thesis. Student satisfaction with the activities of the supervisor/co-supervisor—regarding the intensity and effectiveness of consultations and academic support—is determined through student and graduate surveys and focus groups.

Master's students of the Child Rights program have the opportunity to voluntarily choose a scientific supervisor from any of the three partner universities. Depending on the specifics of the topic, the student may also have a co-supervisor.

As the program is new, the corresponding field remains to be filled. However, there are 19 academic and 10 invited staff members from TSU, BSU, and TeSaU involved in the implementation of the Child Rights Master's program. Taking into account both local and best international practices, this ensures the proper provision of scientific supervision.

<b>Data related to the supervision of master's students</b>	
Number of master theses supervisors	-
Number of master's students	-
Ratio - supervisors of master's theses/master's students	-

#### **Evidences/Indicators**

- Regulatory documents of the academic process of partner universities
- Regulations of master's studies of partner universities / Rules for the preparation and defense of the master's thesis
- Academic and invited personnel implementing the program
- Contract forms for the supervisor/co-supervisor and/or documents defining the appointment, replacement, and rights and obligations of the supervisor
- Self-assessment document
- Interview results

#### **Recommendations:**

- None

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

- None

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">3.2. Master's Students Supervision</a>	Complies

## 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 Joint Master's Programme in Child Rights is planned to be implemented by academic, scientific and invited staff from the three partner higher education institutions — Ivane Javakhishvili Tbilisi State University (TSU), Batumi Shota Rustaveli State University (BSU), and Iakob Gogebashvili Telavi State University (TESAU).

According to the documentation submitted in the Self-Evaluation Report and supporting materials, the programme involves 29 staff members, including 19 academic staff and 10 invited lecturers. The academic staff includes Professors and Associate Professors holding PhD degrees in relevant fields such as law, social sciences, education, psychology, and related disciplines connected to child rights.

The qualification of the academic and scientific staff is evidenced by their scientific publications and research activities conducted within the last five years, including monographs, textbooks, and scientific articles published in peer-reviewed national and international journals, as well as participation in academic conferences and research projects. These activities demonstrate the academic competence and sectoral expertise necessary for the implementation of the programme.

The programme documentation indicates that a workload distribution scheme for academic, scientific and invited staff is established and updated on a semester basis. The scheme includes teaching, research, supervision of master’s theses, and other academic responsibilities in accordance with the functions and duties assigned to staff members. During programme implementation, the workload of academic staff across all higher education institutions where they hold academic positions will be taken into consideration.

As the programme is newly proposed and has not yet enrolled students, the supervisory workload is currently assessed based on planned enrolment numbers. The available number of potential supervisors significantly exceeds the expected number of students, which indicates that, once the programme starts, supervisors will be able to provide sufficient academic guidance and individual supervision during the preparation of Master’s theses.

The programme documentation also demonstrates that the combination of affiliated academic staff and invited practitioners is intended to support the long-term sustainability and interdisciplinary nature of the programme. Invited lecturers with professional experience in child protection, social policy, and related fields are expected to complement the academic expertise of affiliated staff.

Overall, based on the information provided in the programme documentation, the number, qualification, and planned workload distribution of the academic and invited staff appear sufficient to ensure the effective implementation of the programme, once it becomes operational.

The programme is therefore considered to be consistent with the requirements of the European Approach for Quality Assurance of Joint Programmes (Standard 7 – Resources: Staff), which requires that academic staff be sufficient and adequately qualified to support the implementation of the joint study programme.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>5</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>6</sup></b>	<b>Among them, the affiliated staff</b>
Total number of academic staff	<b>19</b>	<b>18</b>	<b>18</b>	<b>19</b>
- Professor	5	5	5	5
- Associate Professor	14	13	13	14
- Assistant-Professor	0			
- Assistant	0			
Visiting Staff	10	7	4	–

<sup>5</sup> Staff implementing the relevant components of the main field of study

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

Scientific Staff	0			–
Including International Staff	0			

### Evidences/Indicators

- Self-Evaluation Report (SER)
- Programme staff list
- Academic and invited staff CVs / personal files
- Personnel management policy and procedures
- Personnel qualification requirements
- Staff workload distribution scheme
- Methodology for determining the number of programme staff
- Information on academic staff affiliation
- Scientific publications and research outputs of programme staff (last five years)
- Programme syllabi
- Interview results with programme management and academic staff
- Documentation submitted as annexes to the Self-Evaluation Report

### Recommendations:

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

### Suggestions for the Programme Development

- Non-binding suggestions for programme development

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.1 Human Resources</a>	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**

The programme provides master's students with supervisors representing different disciplinary backgrounds, which corresponds to the interdisciplinary nature of the Child Rights field. According to the Self-Evaluation

Report and staff CVs, several supervisors hold doctoral degrees and have relevant academic experience related to child rights or related fields. Some supervisors also have significant professional experience in institutions working in the field of child rights protection.

However, the analysis of CVs and supporting documentation shows that not all individuals currently involved in supervising master's theses demonstrate sufficient evidence that their recent research activities within the last five years are directly related to the field of child rights.

In accordance with academic standards for second-cycle programmes, supervision of master's theses should preferably be carried out by individuals who possess a relevant doctoral degree and whose recent research activities demonstrate engagement in the relevant research field. In cases where supervisors do not hold a doctoral degree, it is particularly important that they demonstrate active research engagement in the field of child rights through publications, research projects, or other scientific activities.

The review of the submitted documentation indicates that such research activity is not consistently demonstrated for all individuals currently involved in thesis supervision.

<b>Number of supervisors of Master's theses</b>	<b>Thesis supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated staff</b>
Number of supervisors of Master's thesis	<b>29</b>	<b>22</b>	<b>19</b>
- Professor	5	5	5
- Associate Professor	14	13	14
- Assistant-Professor	0		
Visiting personnel	10	4	–
Scientific Staff	0		–

#### **Evidences/Indicators**

- Self-Evaluation Report (SER)
- Staff CVs
- Documentation related to thesis supervision
- List of thesis supervisors
- Documentation on research activities of programme staff
- Programme regulations concerning master's thesis supervision
- Interviews with programme staff and supervisors during the site visit

#### **Recommendations:**

- It is recommended that the programme management review the list and number of master's thesis supervisors and carefully analyse the academic profiles and CVs of programme staff. The right to supervise master's theses should be granted only to those individuals whose academic qualifications and recent research activities clearly correspond to the field of child rights and the specific research topic.

### Suggestions for the Programme Development

- Non-binding suggestions for programme development

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.2 Qualification of Supervisors of Master's Students</a>	Substantially

### **4.3 Professional Development of Academic, Scientific and Invited Staff**

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

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

The documentation and interviews conducted during the site visit confirm that programme staff are actively engaged in academic and professional development activities, which supports both teaching quality and research development within the programme. The programme is implemented by qualified academic, scientific, and invited staff who demonstrate strong professional competence in their respective fields. The institutions support the professional development of academic, scientific and invited staff through participation in research projects, academic mobility programmes, international cooperation initiatives, conferences, training activities and other professional development opportunities.

The partner universities implement institutional mechanisms for the evaluation of programme staff and the analysis of evaluation results on a regular basis. Academic and invited staff participate in teaching evaluation processes and the results are used for improving both the programme and teaching quality.

Collaboration with organizations working in the field of child rights, including international organizations and non-governmental organizations, further contributes to strengthening the professional and research capacity of programme staff. In particular, the programme was developed with the support of UNICEF, which contributed to strengthening human resource capacities and promoting international cooperation in the field.

The qualifications and professional experience of programme staff demonstrate that the academic team is capable of delivering the curriculum and supporting students in achieving the programme learning outcomes. More generally the program can promote research on child rights in Georgia.

## Evidences/Indicators

- Self-Evaluation Report (SER)
- Academic staff CVs
- Research and project documentation
- Interviews with programme staff and employers during the site visit
- Documentation on staff evaluation procedures
- Documentation on staff professional development activities
- Information on research projects and publications

## Recommendations:

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

## Suggestions for the Programme Development

- Non-binding suggestions for programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.3 Professional development of academic, scientific and invited staff</a>	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 implementation of the Joint Master's Programme in Child Rights is planned to rely on the material and informational resources of the three partner higher education institutions: Ivane Javakhishvili Tbilisi State University (TSU), Batumi Shota Rustaveli State University (BSU), and Iakob Gogebashvili Telavi State University (TESAU).

The programme was developed within the framework of cooperation between the partner universities with the support of the United Nations Children's Fund (UNICEF). Within this framework, the development of the programme was supported through intellectual and financial contributions aimed at strengthening institutional capacities, including the development of human resources, the enrichment of library collections, and the improvement of technical infrastructure related to the field of child rights.

The partner universities provide access to modern teaching facilities, multimedia equipment, digital learning platforms, and library resources, which will support the delivery of the programme once it becomes operational. These resources enable both face-to-face and synchronous online teaching formats and facilitate academic cooperation between the three participating institutions.

Students enrolled in the programme will have access to the library systems and electronic academic databases of all three universities, which include academic literature and research materials relevant to child rights, law, social sciences, education, psychology, and other related interdisciplinary fields. These resources support the teaching process, independent study, and the preparation of Master's theses.

Since the programme is newly proposed and has not yet enrolled students, the evaluation of material resources is based on the documentation submitted in the Self-Evaluation Report and the information obtained during the site visit. The existing infrastructure and information resources of the partner universities appear sufficient to support the implementation of the programme and the achievement of its intended learning outcomes once the programme becomes operational.

At the same time, it was noted that further attention may be required to ensure full alignment between the literature indicated in certain course syllabi and the resources available in the institutional library systems and electronic databases.

Overall, the available facilities, technological infrastructure, and library resources of the partner universities appear adequate to support the effective implementation of the joint programme. The programme therefore demonstrates compliance with the requirements of the European Approach for Quality Assurance of Joint Programmes (Standard 7 – Resources: Facilities).

#### **Evidences/Indicators**

- o Self-Evaluation Report (SER)
- o Programme syllabi
- o Library catalogues and electronic database access
- o Documentation on technical infrastructure and learning resources
- o UNICEF project documentation
- o Interview results with programme staff and students during the site visit
- o Observation of the material and technical base, including the library during the site visit

#### **Recommendations:**

It is recommended that, prior to the launch of the programme, the partner universities ensure full alignment between the literature indicated in course syllabi and the resources available in institutional libraries and electronic databases. Where necessary, the university libraries should be supplemented with the compulsory literature listed in the syllabi, or the syllabi should be revised to ensure that the required literature is fully accessible to students.

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

- o Non-binding suggestions for programme development

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.4 Material Resources</a>	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

Development and preparation for accreditation of the Master's Programme in Child Rights was carried out within the framework of a special grant from UNICEF, which provided intellectual and financial support to partner higher education institutions, strengthening human resource capacities, enriching library resources, and improving technical equipment. Specifically, the grant funded working meetings, workshops, and trainings in Tbilisi, Telavi, and Batumi; labor market research; the involvement of Georgian and international experts in programme development; the activities of academic, invited, administrative and support staff of partner HEIs in the process of preparing syllabi and the programme; the purchase of the latest teaching materials on child rights; and the acquisition of special technical equipment for organising hybrid-format events.

The joint master 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. The overarching university budgets of TSU, BSU and TESAU cover expenses like internationalization, 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 mechanisms of financial support to facilitate the implementation of research by academic and 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 and University budgets of TSU, BSU and TESAU.

#### Evidences/Indicators

- Programme Self-Assessment Report;
- Budget of the Master's Programme in Child Rights;
- Consolidated Budget of TSU, BSU and TESAU;
- Budget of Ivane Javakishvili Tbilisi State University 2025;
- Budget of Shota Rustaveli Batumi State University 2025;
- Budget of Iakob Gogebashvili Telavi State University 2025;
- Expert Panel's meeting with the deans of the faculties and heads of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance services.

#### Recommendations:

- None

### Suggestions for the Programme Development

- None

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability</a>	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 programmes". LEPL Shota Rustaveli Batumi State University issues are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the "Quality Assurance Policy" and "Rules for the development, approval and implementation of educational programmes". LEPL Iakob Gogebashvili Telavi State University issues are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the "Internal and External Quality Assurance Assessment Mechanisms" and "Instructions for planning, creation, implementing, developing and cancelling academic educational programmes". According to the mentioned documents, the Internal Quality Assurance Services of TSU, BSU and TESAU carry out the evaluation of the quality of the programme within the framework of the graduate 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 TSU, BSU and TESAU 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 Universities have developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented joint 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 "Programme Governing Committee" composed of representatives from all three universities on a parity basis: programme directors, administrative representatives of the relevant main academic units, and representatives of the quality assurance services plays an important role both in the improvement of the programmes and in the internal evaluation of quality. Committee members actively participate in the process of reviewing educational programme, 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, programme implementation and ensuring the implementation of internal and external quality evaluation results, in cooperation with the relevant structural units of the partner institutions.

The self-evaluation report shows that the universities conduct an educational programme's evaluation involving academic and invited staff, interview stakeholders, study the market, explore new opportunities for programme development, also at an international level, and implement them in the programme. The quality assurance services of HEIs and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks but also to analyse 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.

Various events and training activities are conducted by the Quality Assurance Services to develop the curriculum and improve the teaching process at the universities. The Quality Assurance Services presented the list of activities / training events conducted to improve existing programmes at the universities. The European Approach for Quality Assurance of Joint Programmes according to the ESG 1.1 standard considers that institutions should have a policy for quality assurance that is made public and forms part of their strategic

management. All three universities have publicly available quality assurance policy and procedures of the educational programme documents presented and accessible on their websites.

### Evidences/Indicators

- Joint Master’s Educational Programme in Child Rights;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Regulation of the Faculty of Social and Political Sciences" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Procedure for planning, developing, evaluating and developing educational programmes" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Quality Assurance Policy" – LEPL Shota Rustaveli Batumi State University;
- "Rules for the development, approval and implementation of educational programmes" – LEPL Shota Rustaveli Batumi State University;
- "Internal and External Quality Assurance Assessment Mechanisms" – LEPL Iakob Gogebashvili Telavi State University;
- "Instructions for planning, creation, implementing, developing and cancelling academic educational programmes" – LEPL Iakob Gogebashvili Telavi State University;
- Quality Assurance Services Researches of TSU, BSU and TESAU;
- Market research;
- Expert Panel's meeting with the heads of the programme;
- Expert Panel’s meeting with academic and invited staff;
- Expert Panel’s meeting with representatives of quality assurance services;
- Expert Panel’s meetings with students, graduates and employers of the adjacent programme.

### Recommendations:

- None

### Suggestions for the Programme Development

- None

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">5.1 Internal quality evaluation</a>	Complies

### [5.2 External Quality Evaluation](#)

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

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

LEPL – Ivane Javakhishvili Tbilisi State University, LEPL Shota Rustaveli Batumi State University and LEPL Iakob Gogebashvili Telavi State University use 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 Joint Master's Educational Programme in Child Rights.

The external evaluation of the programme was conducted by employers and independent experts, including those from international backgrounds, focusing on the development of programme learning outcomes, as well as the content and structure of the programme. Additionally, French experts were involved in the evaluation as part of the UNICEF project.

The recommendations resulting from this evaluation were considered when making modifications to the Joint Master's Educational Programme in Child Rights.

### **Evidences/Indicators**

- Joint Master's Educational Programme in Child Rights;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Regulation of the Faculty of Social and Political Sciences" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Procedure for planning, developing, evaluating and developing educational programmes" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Quality Assurance Policy" – LEPL Shota Rustaveli Batumi State University;
- "Rules for the development, approval and implementation of educational programmes" – LEPL Shota Rustaveli Batumi State University;
- "Internal and External Quality Assurance Assessment Mechanisms" – LEPL Iakob Gogebashvili Telavi State University;
- "Instructions for planning, creation, implementing, developing and cancelling academic educational programmes" – LEPL Iakob Gogebashvili Telavi State University;
- Quality Assurance Services Researches of TSU, BSU and TESAU;
- External Evaluation Results;
- Expert Panel's meeting with the heads of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance services;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

### **Recommendations:**

- None

## Suggestions for the Programme Development

- None

### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
<a href="#">5.2. External Quality Evaluation</a>	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 Services of the LEPL – Ivane Javakhishvili Tbilisi State University, LEPL Shota Rustaveli Batumi State University and LEPL Iakob Gogebashvili Telavi State University have developed mechanisms for monitoring, evaluating and improving educational programmes. 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 programme.

The involvement of stakeholders in the process of developing the educational programme is confirmed. The institutions 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 managers.

According to the programme 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. The programme uses 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 and the study process.

The Quality Assurance Services monitor the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. The evaluation results are used by the Universities' administrations to improve educational programmes and the academic process. The universities provided the results of the analysis of the academic performance of the students on the some bachelor and master's 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 TSU, BSU and TESAU is the systematic assessment of the quality of professional development of the academic and invited staff of the Universities, 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 HEIs 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 Joint Master's Educational Programme in Child Rights.

Universities share evaluation results to interested parties. As such, HEIs provide information about their activities, which include the programs they offer and the criteria used to select them, the intended learning outcomes of these programs, the qualifications they award, the teaching, learning, and assessment procedures used, the rates of success and learning opportunities available to their students, and graduate employment information.

### **Evidences/Indicators**

- Joint Master's Educational Programme in Child Rights;
- Programme Self-Assessment Report;
- "Regulation of the Quality Assurance Service" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Regulation of the Faculty of Social and Political Sciences" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Procedure for planning, developing, evaluating and developing educational programmes" – LEPL Ivane Javakhishvili Tbilisi State University;
- "Quality Assurance Policy" – LEPL Shota Rustaveli Batumi State University;
- "Rules for the development, approval and implementation of educational programmes" – LEPL Shota Rustaveli Batumi State University;
- "Internal and External Quality Assurance Assessment Mechanisms" – LEPL Iakob Gogebashvili Telavi State University;
- "Instructions for planning, creation, implementing, developing and cancelling academic educational programmes" – LEPL Iakob Gogebashvili Telavi State University;

- Quality Assurance Services Researches of TSU, BSU and TESAU;
- Benchmark document with similar programs of foreign universities;
- Expert Panel's meeting with the heads of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance services;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

**Recommendations:**

- None

**Suggestions for the Programme Development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">5.3. Programme monitoring and periodic review</a>	Complies

Attached documentation (if applicable):

**Signatures:**

**Chair of Accreditation Expert Panel**

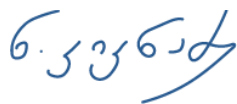
**Heikki Hiilamo**

**Accreditation Expert Panel Members**

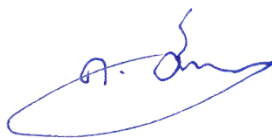
Tamta Tsirkvadze ,



Nino Kiknadze,



Iia Botsvadze,



Natia Gegelashvili,

