



Accreditation Expert Group Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the
Classifier

Bachelor's Program in Law
Master's Program in Business Law

Free University of Tbilisi (LLC)

20/04/2026 - 21/04/2026

04/05/2026

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Free University of Tbilisi (LLC)
Identification Code of Institution	211359448
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	სამართალი	ბიზნეს სამართალი
Name of the educational programme In English	Law	Business Law
Level of higher education	Bachelor's Studies	Master's Studies
Qualification to be awarded	Bachelor of Law	Master of Private Law
Name and code of the detailed field	0421 Law	0421 Law
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education ¹	N/A	N/A
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non- accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited Decision N1173236; December 8, 2020	Accredited Decision N4; February 21, 2020

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on the Cluster of Education Programmes

The Bachelor's Program in Law and the Master's Program in Business Law are delivered within the Law School of the Free University of Tbilisi and are developed with reference to international practices, national regulatory requirements and the context of legal education in Georgia.

Both programmes involve academic staff and practitioners, including lawyers, judges and professionals from international firms.

The programmes include both theoretical instruction and practical components. Practical training is provided through law clinics (constitutional, administrative, commercial and criminal law), in which students work on real cases. Participation in legal internships is a compulsory element of both programmes, supported by agreements between the university and external organisations.

The Bachelor's Program in Law is structured to support the university's broader mission related to education, research and learning environment development. It aims to develop analytical and decision-making skills and to provide graduates with general and field-specific knowledge of law. The curriculum covers major branches of law and includes opportunities for elective specialisation, preparation of a bachelor's thesis and participation in moot court competitions. The programme also includes legal English courses and allows students to combine their studies with a minor programme in another field.

The programme incorporates both theoretical and practical learning elements. Students participate in law clinics, internships and competitions. Reported outcomes include employment of graduates (89%) and progression to further studies at international universities.

Changes to the bachelor's programme have been introduced on the basis of monitoring and stakeholder feedback. These changes relate to curriculum structure, course connections and assessment approaches. Updates to learning outcome assessment include the introduction of performance indicators and target values for evaluating programme outcomes.

The Master's Program in Business Law is designed for specialization in business law and is structured around labour market requirements. It combines theoretical instruction with practical training, including simulations of business transactions, mock trials and negotiation exercises.

The programme includes elective pathways (Business Law Practitioner Module and Tax Law Module), allowing students to focus on specific areas. Practical training is provided through clinics and internships. The curriculum integrates interdisciplinary components, including courses delivered by business school staff in areas such as financial reporting and accounting.

An international component is included through a partnership with Washburn University, enabling a limited number of students to study abroad for one year with full credit recognition. Graduates of this track receive degrees from both institutions and are eligible to take the New York State Bar Exam.

Reported outcomes for the master's programme include graduate employment (96%) and placement in legal, financial and public sector organisations. Graduates may also continue studies at the doctoral level.

Overall, both programmes combine academic coursework with practical training elements, incorporate elective specialisation options and include mechanisms for periodic curriculum revision based on feedback and monitoring.

▪ **Overview of the Accreditation Site Visit**

The accreditation site visit for the evaluation of the **Bachelor's Programme in Law** and the **Master's Programme in Business Law**, offered by LLC Free University of Tbilisi, was conducted on **April 20–21, 2026**. The evaluation was chaired by **Bertel Germaine De Groote**. The panel included **Nino Meskhishvili** (field expert), **Eka Kavelidze** (field expert), **Nino Bogveradze** (field expert), **Nino Patariaia** (QA expert), and **Liana Zagashvili** (student expert).

The visit was accompanied by representatives of the National Center for Educational Quality Enhancement (NCEQE), **Ana Javakhishvili** and **Nino Sarjveladze**.

During the site visit, meetings were held with the university leadership, the self-evaluation team, programme heads, academic and invited staff, students, alumni, employers, and representatives of the Quality Assurance Office. The visit also included an observation of the institution's facilities.

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

All standards are considered to be met – therefore for both programmes under review – the expert team concluded that the programmes 'comply' with all standards, except for Standard 4.1 (Human Resources). For this standard, the expert team assesses that the programme is 'substantially compliant'. The latter evaluation concerns both programmes under review.

▪ **Recommendations**

General cluster recommendations

Standard 4.1

- Harmonize the CVs of the staff members to allow transparency and comparability as well as to turn CVs into a valuable policy instrument. Moreover, if applicable, check the CVs in view of requirements to obtain and maintain specific academic positions.

▪ Suggestions

Suggestions of the cluster

Standard 4.1

- Assess the 'staff mix' and if necessary, develop and implement a policy to better balance it, especially taking into account the role of invited staff and the position of assistants and post doctoral staff.

Standard 4.3

- Structurally include 'internationalisation' in the professional development strategy.

Master's Programme in Business Law

Standard 2.2.

- Although this is not mandatory, in order to further strengthen the research component of the programme, it would be suggested for the Law School to support the publication of students' research papers in a dedicated publication journal or magazine. This would further encourage students' research activity, promote academic writing skills, and increase the visibility of students' scientific work

Standard 4.2

- Closely monitor the ratio of supervisors and students and assess the quality of the thesis supervision

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
 - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of master's and/or doctoral students to supervisors; supervisors' workload scheme;

Programme 1 (Bachelor, Law)

The total number of staff involved in the programme is 77. The total number of academic staff is 27, including 7 professors, 14 associate professors and 6 assistant professors. The total number of affiliated academic staff is 25, including 7 affiliated professors, 12 affiliated associate professors and 6 affiliated assistant professors. The number of invited staff involved in the educational process is 50.

Programme 2 (LLM, Business Law)

The total number of staff involved in the programme is 22. The total number of academic staff is 7, including 3 professors, 2 associate professors, and 2 assistant professors. The total number of affiliated academic staff is 5, including 3 affiliated professors and 2 affiliated assistant professors. The number of supervisors of Master's/Doctoral theses is 20. The number of invited staff involved in the educational process is 15. The number of administrative and support staff is 42.

- **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 index²; staff participation rates in local and international conferences; other scientific/research indicators;

Programme 1 (Bachelor, Law)

Over the last five years, the scientific/research index of the individuals involved in the programme amounts to **310**. This includes **34 publications in local journals** and **56 publications in international journals**. In addition, staff members made **19 presentations at local conferences** and **31 presentations at international conferences**. Other scientific/research indicators amount to **170**.

² In case of doctoral program grouped into a cluster should be indicated as a separate analysis.

Programme 2 (LLM, Business Law)

Over the last five years, the scientific/research index of the individuals involved in the programme amounts to 124. This includes 14 publications in local journals and 3 publications in international journals. In addition, staff members made 13 presentations at local conferences and 9 presentations at international conferences. Other scientific/research indicators amount to 85.

- **Brief Overview of the Best Practices (if applicable)³**

N/A

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

The institution shares the experts' position

- **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**

Requirements set by the [Framework of Doctoral Education](#) are used during the accreditation evaluation of the doctoral educational programme together with the [accreditation standards](#) of higher educational programmes.

[Guidelines and Standards \(See link\)](#)

[Accreditation Standards for Higher Education Programmes](#)

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

[Framework for Doctoral Education](#)

[Alignment of the Accreditation Standards and Framework for Doctoral Education](#)

[Assessment criteria](#)

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

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

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches: cluster and if necessary individual evaluation.

Evaluation Approaches:

Cluster evaluation: Describe, analyse, and evaluate the compliance of educational programmes grouped in the cluster with the requirements of the corresponding component of the standard taking into account the general characteristics of the cluster.

Individual evaluation: If necessary, also you can indicate the information on each individual education programme, distinguished from the general and major characteristics of the education programmes in a cluster. Conducting an individual evaluation of the program is essential for doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

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

Nº	Contents/ Standard	Programme 1	Programme 2
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies	Complies
1.1	Programme Objectives	Complies	Complies
1.2	Programme Learning Outcomes	Complies	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies	Complies
1.4	Structure and Content of Educational Programme	Complies	Complies
1.5	Academic Course/Subject	Complies	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies	Complies
2.1	Programme Admission Preconditions	Complies	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies	Complies
2.3	Teaching and Learning Methods	Complies	Complies
2.4	Student Evaluation	Complies	Complies
3.	Student Achievements and Individual Work with Them	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Complies
3.2	Master's and Doctoral Student Supervision	N/A	Complies

4	Providing Teaching Resources	Complies	Complies
4.1	Human Resources	Complies substantially	Complies substantially
4.2	Qualification of Supervisors of Master's and Doctoral Student	N/A	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies	Complies
4.4	Material Resources	Complies	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies	Complies
5.1	Internal Quality Evaluation	Complies	Complies
5.2	External Quality Evaluation	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Complies	Complies

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 institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

1.1 Programme Objectives

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

PhD programme indicators

- The goals of the PhD educational programme are focused on the creation of new knowledge and/or development of existing one, promotion of knowledge realization and dissemination through the implementation of original, modern and innovative researches;
- The artistic-creative doctoral educational programme is a doctoral educational programme based on performing and/or creative practice, the goal of which is to create an original project of international level with a research component, which clearly shows the independent creative vision of the doctoral student, demonstrates his/her professional field competences and new knowledge obtained as a result of creative research;
- The goal of the doctoral program is to promote the preparation of doctoral students for independent research and scientific activities by enhancing research skills, as well as cooperation using interdisciplinary approaches, taking into account the research topic;
- The goals of the doctoral educational programme are in line with the implementation strategy of the scientific-research/creative research activities of the HEI/basic educational.

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

Cluster evaluation

Description and Analysis of Cluster

Tbilisi Free University LLC constitutes a Higher Education Institution (hereinafter – the “HEI”), founded by the non-entrepreneurial (non-commercial) legal entity “Knowledge Fund.” In light of the legal status of the Knowledge Fund, its founder, partner, or director is authorized solely to make financial or other forms of contributions to the foundation and is not entitled to use the property or revenues of the HEI, nor to derive any form of personal benefit therefrom.

The income and assets of “Knowledge Fund” are exclusively directed toward the advancement of education and research activities. Accordingly, the primary beneficiaries of the University’s operations are the recipients of knowledge, namely, its students.

The University’s motto is: “Knowledge, Labor, Freedom.”

In accordance with the HEI’s vision, the academic programs of Tbilisi Free University are grounded in the principles of liberal education and are designed to foster students’ creative and critical thinking, as well as the development of practical skills and competencies.

The mission of Tbilisi Free University is to foster the development of the best possible opportunities for learning, teaching, research, and the creation of new knowledge in Georgia. At the same time, the mission aims to instill in students values grounded in independent and critical thinking, enabling them to navigate and adapt to diverse environments, make informed decisions, and approach the challenges of a modern, rapidly evolving world with creativity.

The University ensures the delivery of teaching and learning in the Georgian language, thereby contributing to the development of Georgian as a language of scientific discourse and communication. In accordance with its mission, the HEI is oriented toward students’ interests and their subsequent success (see: “Strategic Review and Plan of Tbilisi Free University, 2024”).

The University’s strategy ensures the achievement of institutional objectives derived from its mission and operational priorities; these objectives are realistic, time-bound, and measurable in terms of outcomes. In order to effectively attain its goals, the University develops a strategic development plan and an action plan.

In accordance with its Strategic Review and Plan, Tbilisi Free University has developed a three-year action plan, which is updated on an annual basis. The plan encompasses all aspects of the University’s activities and sets out specific objectives within each area for the forthcoming three-year period.

The three-year action plan is subject to annual revision and follows a “rolling” approach. Each year, the University evaluates the objectives defined for that year and updates the action plan accordingly. The revised plan then covers the subsequent three-year period. The implementation of the action plan is assessed on an annual basis.

The University’s objectives are public and accessible on its official website. In addition, key institutional and academic process-related internal regulatory documents are publicly available, including the Charter, Internal Labor Regulations, Rules for the Administration of Examinations and Assessment, the Student Code of Ethics, and other relevant policies.

Both academic programs are functioning successfully, as evidenced, inter alia, by the outcomes achieved by students and graduates. According to the document “Analysis of Survey Results of Students, Graduates, and Employers: Bachelor’s Program in Law and Master’s Program in Business Law,” 89% of graduates of the Bachelor’s Program in Law and 96% of graduates of the Master’s Program in Business Law are employed. Furthermore, during the site visit, interviews conducted with graduates of both programs confirmed that all interviewed graduates are currently employed.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Program 1: “Bachelor’s Program in Law” (Undergraduate Level)

The Bachelor’s Program in Law at the HEI has been in operation since 2011. The program was first accredited by the decision of the Accreditation Council No. 265 of 11 November 2011, and was subsequently granted full accreditation for the second time by decision No. 1173236 of 8 December 2020.

The objectives of the Bachelor’s Program in Law are aligned with the mission of Tbilisi Free University and constitute one of the key academic mechanisms for its implementation. In particular, the program aims to create an optimal environment for learning, teaching, and research at the undergraduate level, thereby fostering the development of students’ critical thinking and decision-making skills.

The program document “Bachelor’s Program in Law” defines the following objectives:

- To provide students with broad and up-to-date knowledge of the fundamental principles and methods of law, detailed areas of the national legal system, as well as key aspects of the international legal system;
- To prepare legal professionals capable of independently and responsibly addressing complex and unforeseen legal tasks and problems through the application of theoretical knowledge and acquired skills;
- To ensure that graduates are competitive and successful in the field of law, and conduct their professional activities in accordance with ethical standards;
- To enable graduates to adapt to a changing legal environment and engage in development-oriented professional practice;
- To enable graduates to conduct research in accordance with predefined guidelines, using both standard and advanced methodologies;

- To prepare graduates for further studies at the next level of higher education, both in Georgia and abroad.

Overall, the program demonstrates a coherent alignment between its stated objectives and the institutional mission, with a clear focus on knowledge acquisition, practical skills development, ethical professionalism, and academic progression.

Within the framework of the program, students acquire broad theoretical knowledge and obtain practical experience across various fields of law. Through foundational legal courses, they study the principles and methods of law, are introduced to key concepts and contemporary issues of legal philosophy, and learn to identify sources of law, including the historical sources of Georgian law.

Students select elective courses within their area of specialization and, in accordance with their interests, prepare a bachelor's thesis. In addition, they are given the opportunity, funded by the Knowledge Fund, to participate in international moot court competitions (within the elective module on voluntary courses).

During their studies in the Bachelor's Program in Law, students develop practical skills through legal clinics and legal practice components. They work on real client cases (live-client work), which further enhances their applied competencies. For the purposes of practical training, Tbilisi Free University has concluded memorandum of understanding with various employers.

Furthermore, within the Professional Skills Development module, students acquire oral and written communication skills in English through courses in Legal English.

During the site visit, it was confirmed that in the Business Law, Administrative Law, and Criminal Law clinics, students work in groups on real legal cases under the supervision of practicing lawyers.

It is also noteworthy that students of the Bachelor's Program in Law have the opportunity to select any minor academic program offered by the University and, alongside their major field of study, obtain an additional specialization.

Graduates of the program continue their studies at leading universities worldwide, including The University of Edinburgh, University of Cambridge, University of California, Berkeley, Bucerius Law School, Goethe University Frankfurt, Central European University (CEU), Shanghai Jiao Tong University, among others. This was also confirmed during the interviews conducted as part of the site visit.

The program is oriented toward ensuring that its graduates are competitive, successful, and in demand in the field of law. The integrated combination of academic and practical components within the Bachelor's Program in Law ensures the achievement of the intended learning

outcomes, in line with the program's objectives. This, in turn, enables graduates to distinguish themselves in the legal profession and, including through a solid demonstration of knowledge in related disciplines, to successfully identify and respond to both current and future labor market challenges.

The objectives of the Bachelor's Program are clearly formulated, realistic, and achievable. The program objectives are aligned with the mission, strategy, and overall goals of the University. Furthermore, the objectives of the educational program are coherently linked to the intended learning outcomes of the program.

The Bachelor's Program operates successfully, as evidenced, inter alia, by the outcomes achieved by students and graduates. Based on the results of graduate surveys and interviews conducted during the site visit, it was observed that all interviewed graduates of the Bachelor's Program in Law who participated in the visit are currently employed.

Given that the program objectives are based on labor market demands and take into account contemporary professional trends, graduates of the program possess relevant knowledge, skills, and competencies aligned with market requirements. Accordingly, graduates are expected to contribute, through their professional activities, to the further development and refinement of the legal field.

Description and Analysis – Program 2: “Master’s Program in Business Law” (Postgraduate Level)

The Master's Program in Business Law at the HEI has been in operation since 2015. The program was first accredited by the decision of the Accreditation Council No. 16 of 3 February 2015, and was subsequently granted full accreditation for the second time by decision No. 4 of 21 February 2020.

Based on the submitted documentation, the Master's Program is structured around six clearly defined objectives. These objectives are aligned with the mission of the HEI and its strategic development plan. They are clearly formulated, coherent, and logically linked to the corresponding performance indicators, thereby ensuring internal consistency between objectives, implementation mechanisms, and expected outcomes.

The Master's Program in Business Law offers elective modules, within which students may choose one of two specialization tracks: the Business Law Practitioner Module or the Tax Law Module. The Business Law Practitioner Module enables students to acquire in-depth knowledge of key areas relevant to legal practice in business law, including arbitration law, financial law, and international private law, taught in English. In addition, students continue their practical training

within Business Law Clinic II, which further supports their preparation for a professional career as business law practitioners.

The Tax Law Module covers subjects such as financial reporting, tax accounting, practical course in tax law, and international tax law. Within this module, lecturers from the Business School (ESM) of Tbilisi Free University deliver a specialized course in financial accounting and tax reporting designed specifically for legal professionals.

During the interviews conducted as part of the site visit, particular emphasis was placed by employers on the specific skills and competencies developed by graduates of the program, which are directly fostered by the above-mentioned modules. It was further highlighted that, for this reason, employers tend to distinguish and prefer graduates of the Master's Program in Business Law in recruitment processes.

The program's vision of internationalization is implemented through various forms of international cooperation and planned future initiatives. In particular, the program actively collaborates with the LLM Programme in Global Legal Studies at Washburn University School of Law (United States) through an exchange program.

According to the memorandum of understanding between Tbilisi Free University and Washburn University, up to five second-year students of the Master's Program in Business Law are given the opportunity to study for one year at Washburn University School of Law in the United States. Credits earned at Washburn University are recognized within the framework of the Master's Program in Business Law at Tbilisi Free University. Upon completion of the program, the graduate is awarded the qualification of Master of Business Law independently by both Tbilisi Free University and Washburn University.

Within the framework of the memorandum, program graduates are eligible to sit for the New York State Bar Examination.

The program operates successfully, as evidenced, inter alia, by the outcomes achieved by students and graduates. According to the document "Analysis of Survey Results of Students, Graduates, and Employers: Bachelor's Program in Law and Master's Program in Business Law," as well as based on the survey results of graduates of the Master's Program in Business Law and interviews conducted during the site visit, it was confirmed that all interviewed graduates of the Master's Program in Business Law who participated in the visit are currently employed.

The program is oriented toward ensuring that its graduates are competitive professionals in the field of business law, both in Georgia and internationally; contribute to the development of professional knowledge and practice; are capable of taking responsibility for the activities and professional development of others; and possess a solid academic foundation to continue their studies at the doctoral level in Georgia or abroad, in accordance with their individual interests.

Both the Bachelor's and Master's programs have clearly defined objectives and intended learning outcomes that are logically interconnected. The objectives of the programs are aligned with the mission, goals, and strategic plan of the HEI.

Given that the program objectives are based on labor market requirements and take into account contemporary trends in professional practice, graduates of the programs possess knowledge, skills, and competencies that meet relevant standards and are competitive in the professional environment. Accordingly, graduates of both the Bachelor's and Master's programs are expected, through their professional activities, to contribute to the further development and refinement of the respective field.

Evidence / Indicators

- Strategic Review and Plan of Tbilisi Free University, 2024
- Action Plan Report of Tbilisi Free University (01.08.2024 – 31.07.2025)
- Statute of Tbilisi Free University (Tbilisi, 2024)
- Self-Evaluation Report
- Bachelor's Program in Law
- Master's Program in Business Law
- Labour Market Research of the Bachelor's Program in Law and Master's Program in Business Law, Tbilisi Free University, 2025
- Analysis of Survey Results of Students, Graduates, and Employers: Bachelor's Program in Law and Master's Program in Business Law
- Curriculum – Bachelor of Law
- Curriculum Map of the Bachelor's Program in Law
- Curriculum – Master of Private Law (2026–2028)
- Curriculum Map of the Master's Program in Business Law
- Learning Outcomes Assessment Mechanisms
- Memorandum of Understanding
- University Website
- Interviews conducted during the accreditation site visit

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	-	-
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation ⁽¹⁾

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

1.2 Programme Learning Outcomes

Accreditation standards indicators

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

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- The learning outcomes of the doctoral educational programme are logically related to the goals of the educational programme and correspond to the classifier of the 8th level of qualification;
 - The results of the doctoral thesis, creative/performing project at the local and/or international level have scientific-research/creative-research significance, are innovative and have practical/theoretical value.
-

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

Cluster evaluation

Description and Analysis of Cluster

Based on the submitted documentation, it is evident that both the Bachelor's and Master's programs have undergone continuous technical and substantive modifications at all stages of their development, with the aim of refining the programs and ensuring the achievement of their intended objectives.

The process of program improvement has consistently involved representatives of the academic community, administrative staff, and all relevant stakeholders who have, in various capacities, engaged with teaching and research processes.

The accreditation site visit confirmed the active involvement of program personnel (particularly academic staff), students, and employers in the processes of program formulation, modification, and periodic review.

Based on the submitted documentation, it is evident that the teaching model has been developed in accordance with internationally recognized best practices in contemporary higher education methodology (see: John Biggs, *Aligning Teaching for Constructing Learning* – <https://www.advance-he.ac.uk/knowledgehub/aligning-teaching-constructing-learning>).

In order to achieve the program learning outcomes, structured learning components/courses have been developed. Each course syllabus clearly defines its learning outcomes, and for each outcome, appropriate assessment methods are identified. The selected assessment methods ensure the use of evaluation techniques that are relevant and adequate for measuring the achievement of specific course-level learning outcomes.

Interviews further confirmed that the formulation of course learning outcomes is carried out through the joint collaboration of the course lecturer, the Dean/Program Head, and the Vice-Rector for Academic Development.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Program 1: Bachelor’s Program in Law (Undergraduate Level)

The learning outcomes of the Bachelor’s Program in Law are aligned with the requirements of the relevant field standards. According to the submitted documentation, the program learning outcomes are structured around 15 defined outcomes, according to which the graduate is able to identify, know, understand, search, investigate, analyze, and develop relevant legal solutions, as well as prepare legal documents and act in compliance with ethical and professional practice standards.

The graduate possesses effective professional communication skills in both Georgian and English, in oral as well as written forms. Furthermore, the graduate demonstrates continuous improvement of personal knowledge and skills, and is capable of managing both individual and team-based activities oriented toward personal and professional development, in accordance with principles of individual and collaborative work.

The curriculum map of the Bachelor's Program in Law defines the relationship between program learning outcomes and the courses offered within the program. For example, upon completion of the course "Contract Law," the graduate acquires knowledge of the private law system, as well as fundamental concepts and principles of civil law.

The graduate is able to identify complex and unforeseen legal problems; determine possible solutions to legal issues and disputes; and make rational, well-founded decisions through the application of standard and/or advanced methodologies. The graduate searches for, examines, analyzes, and applies relevant scientific, normative, and case-law sources and methods.

Furthermore, the graduate is capable of preparing legal documents such as civil and administrative contracts, legal acts of law application, procedural documents, and drafts of individual and normative administrative acts. In addition, the graduate works on research and practice-oriented projects in accordance with provided guidelines.

All 15 learning outcomes defined in the documentation comprehensively describe the knowledge, skills, responsibility, and autonomy that students are expected to acquire upon completion of the program.

Description and Analysis – Program 2: Master's Program in Business Law (Postgraduate Level)

The learning outcomes of the Master's Program in Business Law are aligned with the requirements of the relevant field standards. The program is oriented toward the achievement of 12 defined learning outcomes. These outcomes are formulated in a logical manner, and each of them is reflected within the learning outcomes of the respective modules and course components.

The content and specific nature of the majority of courses ensure the acquisition of the knowledge and skills required for students and are consistent with the program's objectives. According to the "Curriculum Map of the Master's Program in Business Law," the Master's Thesis, for instance, contributes to the achievement of 7 out of the 12 learning outcomes, while the Business Transaction Practicum (Simulation) contributes to 6 learning outcomes.

As an example, the course "Deals" (Business Transactions), which contributes to 7 learning outcomes, enables graduates, upon completion, to supervise and manage the work of other legal professionals and to operate within interdisciplinary teams. The graduate is also able to present their own ideas and approaches to a professional audience and to engage in effective communication regarding them, among other competencies.

The learning outcomes of the program are formulated in accordance with the disciplinary characteristics of law. The declared outcomes are specific, achievable, and measurable. The curriculum map of the Master's Program clearly defines the relationship between program learning outcomes and the courses offered within the program.

All 12 learning outcomes presented in the documentation comprehensively describe the knowledge, skills, responsibility, and autonomy that students are expected to acquire upon completion of the program.

Based on the submitted documentation and the structured interviews conducted, it is confirmed that the learning outcomes of the cluster programs (Bachelor's and Master's) are consistent with the program objectives and are logically linked to them, as well as to the specific features of the field of study and the knowledge, skills, responsibility, and autonomy that students acquire upon completion of the programs.

Evidence / Indicators

- Self-Evaluation Report
- Bachelor's Program in Law
- Master's Program in Business Law
- Analysis of Survey Results of Students, Graduates, and Employers: Bachelor's Program in Law and Master's Program in Business Law
- Curriculum – Bachelor of Law
- Curriculum Map of the Bachelor's Program in Law
- Curriculum – Master of Private Law (2026–2028)
- Curriculum Map of the Master's Program in Business Law
- Semester Plan – Master of Private Law, Tax Law Module (2026–2028)
- Course Syllabi
- Bachelor's and Master's Theses
- John Biggs: *Aligning Teaching for Constructing Learning* – <https://www.advance-he.ac.uk/knowledgehub/aligning-teaching-constructing-learning>
- University Website
- Interviews conducted during the accreditation site visit

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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	indicate, according to individual programs (if any)	
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Programme 1 (Law, Bachelor)	Complies
Programme 2 (Business Law, Master)	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The development and improvement of learning outcomes is carried out by a team composed of the Program Head, Dean, Coordinator, Vice-Rector for Academic Development, Vice-Rector for

Academic Process Management, Manager for Academic Staff Professional Development, and the Coordinator of the Quality Assurance Office. This process is continuous in nature.

The formulation of course-level learning outcomes is conducted through the joint collaboration of the course lecturer, the Dean/Program Head, and the Vice-Rector for Academic Development. Learning outcomes are assessed through a procedure based on transparent criteria, implemented through an evaluation system reflected in the syllabus of each academic component of the program. During interviews with HEI representatives, it was confirmed that the planning of course learning outcome assessment is carried out jointly by the lecturer, Dean/Program Head, Vice-Rector for Academic Development, and the Manager for Academic Staff Professional Development.

According to the document “Learning Outcomes Assessment Mechanisms,” in order to ensure transparency of assessment criteria, the evaluation system includes detailed rubrics for each component, along with a defined grade distribution corresponding to these rubrics.

At the University, knowledge assessment is conducted through various forms, including written examinations, oral examinations, project presentations, presentation of assignments, essays, reports, seminar activities, homework assignments, and practical or laboratory work, among others. Notably, the majority of examinations are conducted in written form at the examination center.

During the site visit, the examination center was inspected. It is equipped with surveillance cameras. As stated by the HEI representatives, internet access is restricted within the examination center, and mobile network connectivity is blocked. Several staff members/invigilators are present during examinations. According to the representatives, these measures significantly minimize the risk of plagiarism and academic misconduct and ensure the possibility of objective assessment of students’ knowledge.

The document “Rules for the Administration of Examinations and Assessment, 2025” provides a detailed regulation of examination and assessment procedures, the purpose of which is to ensure objectivity, fairness, transparency, and effectiveness of the assessment process. It is also emphasized that the document clearly defines academic prohibitions related to the assessment

process, which are directly aimed not only at testing students' factual knowledge but also at evaluating their ability to apply knowledge, analytical and critical thinking skills, as well as descriptive and evaluative competencies. This, on the one hand, contributes to the enhancement of learning outcomes, and on the other hand, strengthens the objectivity, fairness, transparency, and effectiveness of the assessment process.

Based on the submitted documentation, it is established that monitoring of assessment forms and techniques used to measure achieved learning outcomes is conducted both through student surveys and through the monitoring of grade records within the learning management information system. In particular, analysis of symmetric or asymmetric distribution of grades enables the determination of the relevance of assessment methods and techniques used by lecturers.

During the site visit, interviews with university representatives revealed that when monitoring results indicate deviations from a normal grade distribution, an analysis of the course assessment system is conducted jointly with the lecturer. Interviews with academic staff further confirmed that, if such analysis determines that deviations are caused by deficiencies in the assessment system, the lecturer, together with relevant stakeholders (including the Dean, Program Head, Vice-Rector for Academic Development, Manager for Academic Staff Professional Development, Head of the Quality Assurance Office, and, where necessary, other stakeholders), undertakes the refinement of the assessment system.

In order to determine the relationship between courses and program learning outcomes, a curriculum map is developed. This map enables the identification of courses contributing to the achievement of specific program learning outcomes. At Tbilisi Free University, two main approaches are used for the assessment of program learning outcomes: direct and indirect measurement methods. For the implementation of direct assessment methods, a Learning Outcomes Assessment Plan is developed. This plan is based on the data contained in the curriculum map and defines target benchmarks for each performance indicator (PI) of the learning outcomes.

Analysis of syllabi revealed that performance indicators for each program learning outcome are developed taking into account the learning outcomes and assessment methods defined in the syllabi. Measurement of program learning outcome performance indicators is carried out on the basis of each course syllabus, where a multi-component assessment system is defined. Through this system, the lecturer determines the forms of knowledge assessment and measures the achievement of course-level learning outcomes.

The accreditation site visit confirmed the involvement of program personnel, particularly academic staff, in the processes of program design, modification, and review.

During interviews with students conducted on-site, it was established that one of the indirect methods for assessing learning outcomes—student surveys—is systematically conducted throughout the semester using the SurveyMonkey platform. These anonymous evaluations cover academic and invited staff, courses, school administration, as well as all other aspects related to the teaching and learning process. The quantitative surveys address both the technical and substantive dimensions of the educational process.

Interviews with HEI representatives further confirmed that, following the processing of questionnaires, the results are analyzed and subsequently used for planning purposes and for the revision of syllabi. Academic and invited staff also indicated during interviews that they receive feedback from the relevant university authorities and incorporate it into the planning of subsequent semesters.

Based on the submitted documentation and interviews, it is evident that, through the analysis of learning outcomes assessment results, academic and invited staff are able to evaluate their teaching methods, approaches, course content, and assessment systems. This, in turn, supports the analysis and measurement of program learning outcomes and, where necessary, contributes to the updating and development of program content, learning outcomes, assessment systems, and/or resources.

The University representatives indicated that individual meetings with students, graduates, and employers are frequently conducted, which was also confirmed by students, graduates, and employers during the interview process.

During the accreditation site visit, in interviews with academic staff, one lecturer noted that following student assessments, it was identified that students requested a stronger practical component, including more case-based learning and simulation exercises. This feedback was communicated through individual discussions with the administration and was subsequently taken into account by the lecturer in the revision of course delivery.

Employers, during interviews, emphasized that the University maintains active communication with them regarding the skills and competencies expected from graduates, what tasks graduates should be capable of performing, and how they apply acquired knowledge in practice to complete specific assignments. As noted by University representatives, feedback received from employers helps identify the needs and expectations regarding graduates' competencies, including their ability to perform in practice, respond to challenges, and demonstrate interpersonal skills.

This feedback mechanism enables the University to assess the relevance of program learning outcomes in relation to labor market requirements.

Based on the document "Learning Outcomes Assessment Mechanisms" and the interviews conducted, it has been established that, taking into account information provided by students, graduates, and employers, as well as the analysis of data obtained through both direct and indirect methods of learning outcomes assessment, the development and improvement of the educational program is carried out by a dedicated working group.

This group is composed of the Dean, Program Head, Coordinator, Vice-Rector for Academic Development, Vice-Rector for Academic Process Management, Rector, Manager for Academic Staff Professional Development, Head of the Quality Assurance Office, Dean of Students, and, where necessary, other relevant stakeholders. The group is also responsible for identifying deficiencies and determining the timeframe and action plan for their resolution.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Program 1: Bachelor's Program in Law (Undergraduate Level)

Target benchmarks are defined for both the program learning outcomes and each corresponding performance indicator (PI). In particular, specific target levels are established for each

performance indicator, enabling comparative analysis of collected data against the defined benchmarks. This facilitates a detailed evaluation both of the achievement level of each learning outcome and of its relation to individual courses.

The periodicity of learning outcomes assessment is defined in the Learning Outcomes Assessment Plan, and the assessment process is conducted throughout the semesters included in the program through the use of performance indicators. The document “Bachelor’s Program Learning Outcomes / Target Benchmarks (Benchmarking BA)” specifies the target benchmarks and learning outcomes, identifies the responsible university representatives involved in the assessment process, and defines the timing of the evaluations.

For example, one of the program learning outcomes (Outcome 5) states that the graduate “has knowledge of the private law system, as well as fundamental concepts and principles of civil law.” This outcome is assessed within the course “Introduction to Civil Law” at the end of the second semester by the Program Coordinator.

Based on the submitted documentation, it is established that the Learning Outcomes Assessment Plan of the Bachelor’s Program in Law has been developed in consideration of the curriculum map and includes 39 performance indicators (PIs) defined for 15 program learning outcomes.

According to the document “Learning Outcomes Assessment Plan of the Bachelor’s Program in Law,” the assessment plan covers the period 2026–2030. Its implementation is scheduled to be completed by the end of the 2029–2030 academic year, following the graduation of students from the updated program, which will enable the assessment of the relevant learning outcomes.

Description and Analysis – Program 2: Master’s Program in Business Law (Graduate Level)

Target benchmarks are defined for both the learning outcomes of the Master’s Program in Business Law and the corresponding performance indicators (PIs). Specifically, each performance indicator is assigned a clearly defined target benchmark, which enables the comparison of collected data against the established targets and allows for a detailed analysis both at the level of individual learning outcomes and in relation to specific courses.

The periodicity of learning outcomes assessment is defined in the Learning Outcomes Assessment Plan, and the evaluation process is carried out throughout the semesters included in the program through the use of performance indicators. The document “Master’s Program Learning Outcomes / Target Benchmarks (Benchmarking LLM)” defines the target benchmarks and learning outcomes, identifies the responsible university representatives involved in the assessment process, and specifies the timing of evaluations.

For example, one of the program learning outcomes (Outcome 1) states that the graduate “possesses in-depth knowledge of domestic and international business transactions, their taxation, and legal solutions to issues arising during transactions.” This outcome is assessed within the course “Law of International Business Transactions” at the end of the fourth semester by the Program Coordinator.

Based on the submitted documentation, it is established that the Learning Outcomes Assessment Plan of the Master’s Program in Business Law has been developed in accordance with the curriculum map and includes 39 performance indicators (PIs) defined for 12 program learning outcomes.

According to the document “Learning Outcomes Assessment Plan of the Master’s Program in Business Law,” the assessment plan covers the period 2026–2028. Its implementation is scheduled to be completed by the end of the 2027–2028 academic year, following the graduation of students from the updated program, which will enable the assessment of the relevant learning outcomes.

Based on the submitted documentation and interviews, it is established that the HEI has defined learning outcomes assessment mechanisms for the cluster programs (Bachelor’s and Master’s).

Interview results confirm that both academic and invited staff are familiar with the methods used for assessing learning outcomes. Students receive feedback regarding the extent to which they have achieved the program-defined learning outcomes.

The learning outcomes are based on practice-oriented teaching, and the program learning outcomes are logically aligned with the program objectives and the specific characteristics of the field of study.

The learning outcomes assessment process includes the identification, collection, and analysis of data required for measuring learning outcomes. Furthermore, the analysis of learning outcomes assessment is systematically used for the improvement and further development of the programs.

Evidence / Indicators

- Self-Evaluation Report
- Bachelor’s Program in Law
- Regulation of Bachelor’s Programs
- Master’s Program in Business Law
- Regulation of Master’s Programs

- Analysis of Survey Results of Students, Graduates, and Employers: Bachelor's Program in Law and Master's Program in Business Law
- Curriculum – Bachelor of Law
- Curriculum Map of the Bachelor's Program in Law
- Curriculum – Master of Private Law (2026–2028)
- Curriculum Map of the Master's Program in Business Law
- Learning Outcomes Assessment Mechanisms
- Bachelor's Program Learning Outcomes Assessment Plan
- Master's Program in Business Law Learning Outcomes Assessment Plan
- Semester Plan – Master of Private Law, Tax Law Module (2026–2028)
- Course Syllabi
- Bachelor's and Master's Theses
- Bachelor's Program Learning Outcomes / Target Benchmarks (Benchmarking BA)
- Master's Program Learning Outcomes / Target Benchmarks (Benchmarking LLM)
- Rules for the Administration of Examinations and Assessment
- Student Code of Ethics
- University Website
- Interviews conducted during the accreditation site visit

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component <u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u>	Complies
Programme 1 - (Law, Bachelor)	Complies

Programme 2 - (Business Law, Master)	Complies
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1.4. Structure and Content of Educational Programme

Accreditation standards indicators

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

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;

- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The Bachelor's Program in Law and the Master's Program in Business Law are designed using the methodology for developing educational programs. Based on the submitted materials, it is established that the university has regulations for both programs, as well as documentation reflecting the involvement of stakeholders in the development and advancement of these programs.

According to this document, the development and updating of the programs considered best international practices, as well as the regulatory framework, practices, and existing challenges of legal education in Georgia. Among the stakeholders, both employers, students, and graduates were involved in the program development and renewal processes. It should be noted that the document on stakeholder involvement does not explicitly highlight the participation of lecturers; however, as revealed during interviews, most lecturers in specialized subjects simultaneously represent employers within the program. Accordingly, their involvement in the program development process covered not only the employer component but also the academic component.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Program 1: Bachelor’s Program in Law (Undergraduate Level)

According to the Bachelor’s Program in Law, a total of 240 ECTS credits are required, and graduates of the program are awarded the academic degree of Bachelor of Law. According to the curriculum, 53 credits are allocated to general university education courses, which include subjects such as Fundamentals of Economics, Political Ideologies, Anthropology, and others.

Questions were raised by experts regarding the necessity of linking this component to the law program, both with the program director and with students and graduates.

Students and graduates unanimously noted that, although at first glance the mandatory nature of this component and these subjects may seem unclear to third parties, these courses enabled them to develop a broad and systemic perspective and acquire additional transferable skills. These skills have proven highly useful in their professional work and distinguish them from other colleagues. Moreover, this component, to some extent, also defines the individuality of the program.

Core legal education courses account for 146 credits, practical legal education courses for 26 credits, and elective law specialization courses for 26 credits. Within the practical legal education component, students are required to participate in legal clinics and undergo legal practice. Several clinics operate within the program, organized according to different fields of law, where students engage based on their professional interests.

The program objectives are aligned with the requirements of the field-specific standards in law and, at the same time, are logically connected to the achievement of the intended learning outcomes. The structure of the program is consistent with the qualification to be awarded and ensures both the attainment of the program's learning outcomes and the fulfillment of its objectives.

Information about the program is published on the university's website, thereby ensuring the transparency and accessibility of information related to the program.

Description and Analysis – Program 2: Master's Program in Business Law (Graduate Level)

The Master's Program in Business Law comprises 120 ECTS credits, distributed as follows: 25 credits are allocated to the Business Transactions Law module; 24 credits to the General Professional Practical Education module; 24 credits to the module covering the Law of Business Organization, Reorganization, Liquidation, and Taxation; 21 credits to the elective specialization module; 16 credits to the Business Transactions Practicum; and the remaining 10 credits are assigned to the Master's thesis.

According to the program, the qualification to be awarded is a Master of Private Law. The program objectives are oriented toward preparing practicing lawyers in the field of business law, developing additional knowledge and skills in the area of tax law, and enabling graduates to pursue further studies at the next academic level. The intended learning outcomes are aligned with the program objectives, and their achievement is fully attainable within the framework of

the curriculum. This structure ensures both the distinctiveness of the program and the effective achievement of its learning outcomes.

It should also be noted that the program is not solely focused on the acquisition and development of practical and theoretical skills, but also encompasses the development of research competencies through the Master's thesis component. Furthermore, attention should be drawn to the memorandum of cooperation concluded between the university and Washburn University, which provides for students of the Master's program to study for one year at the Washburn University School of Law. As a result, graduates are awarded a Master's degree in Business Law by both universities. This aspect further distinguishes the program and confirms its compliance with internationalization standards.

As with the Bachelor's program, the accessibility and transparency of information regarding the Master's program are also ensured.

Evidences/Indicators

- Educational programs
- Curriculum maps
- Document on stakeholder involvement in the development and advancement of the Master's Program in Business Law (2025)
- Website
- Memorandum
- Syllabi
- Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A

Programme 2 - (Business Law, Master)	N/A	N/A
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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

1.5. Academic Course/Subject

Accreditation standards indicators

- 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

In both programs, the course syllabi provide detailed information, including general course data (credit value, prerequisites, instructors, and course description), as well as the course objectives and learning outcomes, which are aligned with each other. The teaching and learning methods and assessment systems are also described in detail. Both the minimum threshold for continuous assessment and the minimum threshold for the final examination is clearly defined.

The syllabi include a list of court decisions to be used, covering both national judicial practice and internationally significant case law. This approach makes the learning of lecture topics within each course more illustrative, predictable, and comprehensive. Within the Bachelor's program, the structure generally provides for 2-hour lecture sessions and 2-hour seminar sessions, while in the Master's program, it consists of 1-hour lectures and 2-hour seminars. The ratio between contact hours and independent study hours is appropriate across the courses. At the same time,

the allocation of credits is logical and corresponds to the course content and workload. The courses are designed to ensure the achievement of the program's learning outcomes.

The literature indicated in the syllabi is comprehensive, reflecting not only normative materials but also internationally significant legal acts and court decisions. The syllabi include updated study materials, which directly support the learning of the course content and the achievement of the intended learning outcomes.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Program 1: Bachelor's Program in Law (Undergraduate Level)

The courses within the Bachelor's Program in Law are distributed in accordance with the program curriculum. The courses are organized by program components. Several components specifically cover the field of law: 146 credits are allocated to core legal education courses, 26 credits to practical legal education courses, and 26 credits to elective law specialization courses.

Core subjects, categorized by fields, are included within the core legal education component and are divided into the following areas: foundational legal studies, public law, criminal law, private and business law, and the development of professional skills. Within these areas, both introductory courses (e.g., Introduction to Civil Law, Introduction to Human Rights Law, etc.) and fundamental courses are offered.

The assessment system includes both midterm and final examinations, as well as seminar participation, quizzes, and presentations.

The course *Introduction to Human Rights Law* is oriented toward providing general knowledge about human rights, whereas the course *Fundamental Human Rights and Freedoms* focuses on the study of rights defined under Chapter II of the Constitution of Georgia. However, both courses include identical lecture topics, such as social and economic rights, the right to property, the right to privacy, freedom of assembly and association, freedom of speech and expression, etc. It would be preferable for there to be a clearer distinction between these courses not only in terms of learning objectives but also in lecture topics, in order to avoid overlap in the teaching process.

In addition, in some components of the courses, the grading scheme includes wide intervals in score distribution. For example, in the syllabus of *Fundamental Human Rights and Freedoms*, the case analysis component of the final examination is graded as follows: 20 points, 19–13, 12–8, 7–1, and 0 points. This structure allows for less clearly justified assessment outcomes, and it would be advisable to define these intervals in a more consistent and systematic manner. The same

observation applies to some courses in the Master's program as well, for instance, the midterm assessment component of the Business Law Clinic syllabus

Description and Analysis – Program 2: Master's Program in Business Law (Graduate Level)

In the case of the Master's program, the course *Business Transactions Practicum – Simulation* provides for 64 hours of interactive lectures according to the syllabus. At the same time, the academic calendar defines 16 teaching weeks; however, some of these weeks are presented in a combined format, both in terms of hours and lecture topics, for example: weeks 3–5 and 6–8.

Accordingly, it is unclear which specific topics are intended to be covered, for instance, during the 3rd teaching week and which during the 4th week. It would be preferable for both the thematic content and the number of contact hours to be clearly defined on a week-by-week basis.

Evidences/Indicators

- Educational program,
- syllabi,
- curriculum map,
- Library resources,
- learning materials reflected in the syllabi,
- interview

results.

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions 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.

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;

- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster meets the requirements of Standard 2.1. The admission requirements for both programmes are clearly defined, transparent, and in line with national legislation, university regulations, and the goals of each programme. Admission procedures are publicly available and ensure equal treatment of all applicants.

The institution has established admission requirements that match the level and objectives of the programmes and help admit students with the academic background and skills needed to successfully achieve the learning outcomes.

The evaluation confirms that admission procedures are implemented consistently and support the overall quality of the programmes.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Law, Bachelor)

Admission to the Bachelor's Programme in Law is conducted according to the Unified National Examination procedures established by national legislation.

The programme requirements are appropriate for the bachelor's level and ensure that admitted students have the general academic preparation necessary for studying law. Information about admission requirements, procedures, and enrolment rules is clearly provided to prospective students through official university channels.

The panel considers that the admission requirements appropriately support the programme objectives and learning outcomes.

Description and Analysis - Programme 2 - (Business Law, Master)

Admission to the Master's Programme in Business Law is based on the Common Master's Examination and an institutional interview.

The interview allows the institution to evaluate applicants' academic preparation, motivation, analytical skills, and suitability for the programme. The admission requirements are appropriate for the master's level and ensure the selection of students with relevant academic backgrounds.

In conclusion, the admission procedures effectively ensure that students are prepared for advanced studies in business law and support successful programme implementation.

Evidences/Indicators

- Bachelor's Programme in Law
- Master's Programme in Business Law
- Law of Georgia on Higher Education

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component <u>2.1 Programme Admission Preconditions</u>	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

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

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The evaluated programs in law ensure the development of students' practical, scientific, research, and transferable skills in accordance with the learning outcomes of the programmes.

The programmes place strong emphasis on the development of practical skills and include substantial practical components within the curriculum. The programmes aim to ensure that students not only gain theoretical knowledge, but are also able to apply, analyse, and evaluate this knowledge in practical, real-life contexts. This contributes to their professional preparedness, employability, and further career development.

The effectiveness of both programmes is further demonstrated by the academic and professional advancement of their graduates. As confirmed during the interviews conducted as part of the site visit, graduates continue their studies at leading universities worldwide. In addition, the high employment rate of graduates indicates that the programmes effectively contribute to the development of field-specific competences and skills required by the labour market.

As a result of the review of documentation and interviews, it was established that overall, the coherent combination of practical, clinical, research, academic, and international elements within the programmes supports the achievement of their respective learning outcomes and contributes to the preparation of qualified, competitive, and professionally oriented law graduates.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Law, Bachelor)

The Bachelor's Programme in Law is designed to ensure the development of students' theoretical knowledge, practical legal skills, research abilities, and professional competences in accordance with the programme learning outcomes. The programme combines general legal education, specialization-oriented elective courses, clinical legal education, mandatory legal practice, research-based assignments, and the bachelor's thesis. This structure enables students to acquire broad knowledge of different fields of law, apply legal concepts and methods in practice, work on real legal cases, develop legal reasoning and drafting skills, and conduct independent academic research under qualified supervision.

Within the framework of the programme, students acquire broad theoretical knowledge and practical experience in various fields of law. Through general legal education courses, they study the principles and methods of law, become familiar with key concepts and contemporary issues of legal philosophy, and learn to identify and analyse sources of law, including the historical sources. Students are also able to select elective courses in accordance with their academic and professional interests and prepare a bachelor's thesis in their chosen area of specialization.

The programme provides students with opportunities to develop practical skills through legal clinics, legal practice, and other practice-oriented components. During their studies, students work on real client cases

and practical legal problems, which strengthens their ability to apply theoretical knowledge in real-life professional contexts. In particular, during the site visit, it was confirmed that within the Commercial Law, Administrative Law, Criminal Law and Constitutional Law clinics, students work in groups on real legal cases under the supervision of practicing attorneys. Within the clinical education framework, students also conduct legal research and prepare various legal documents, including claims, responses, complaints, amicus curiae briefs, and legal opinions. It is noteworthy that the Legal Clinic is equipped with all necessary resources, actively operates, and the students involved in it are supervised by highly qualified practitioners ensuring the development of the essential skills defined by the learning outcomes.

A mandatory component of the programme is legal practice, through which students apply the knowledge and competences acquired during their studies in a professional environment. To ensure access to relevant practice placements, the HEI has concluded memorandums/agreements with various employers. The agreements envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programme learning outcome. The practical dimension of the programme is further supported by the involvement of highly qualified practitioners, academic staff, and research personnel in the teaching process.

The programme also supports the development of students' scientific and research skills. Several courses require students to examine specific legal issues, conduct independent analysis, and prepare research papers or presentations. An important compulsory component of the curriculum is the bachelor's thesis, through which students carry out independent legal research under the supervision of qualified academic staff. The educational process is structured to support students in planning, developing, and completing an independent research project.

In addition, students also have the opportunity to participate in international moot court competitions, including through funding provided by the Knowledge Fund within the elective module of voluntary courses. Furthermore, students of the Bachelor's Programme in Law may choose any minor academic programme offered by the University and, alongside their major field of study, obtain an additional specialization.

The Law School also promotes research-oriented and professional development activities by conducting scientific research and organizing public lectures, conferences, moot court trials, competitions, and discussions, including activities aimed at preparing and submitting amicus curiae briefs to the Constitutional Court.

Overall, the Bachelor's Programme in Law is oriented toward preparing graduates who are competitive, professionally successful, and in demand in the legal field. The integrated combination of academic, practical, research, and professional development components ensures the achievement of the intended learning outcomes in line with the programme objectives. This enables graduates to distinguish themselves in the legal profession and to respond effectively to current and future labour market challenges, including through the solid knowledge and skills acquired in both legal and related disciplines.

Description and Analysis - Programme 2 - (Business Law, Master)

The Master's Programme in Business Law is structured to ensure the development of students' practical, professional, scientific, research, and transferable skills in accordance with the programme learning outcomes. The programme combines advanced theoretical instruction with practice-oriented components,

clinical legal education, specialization modules, research-based assignments, and the master's thesis. This structure enables students to deepen their knowledge in key areas of business law, apply legal concepts to practical and real-life business law matters, develop professional drafting and advisory skills, and conduct independent academic research under qualified supervision.

To ensure the development of practical skills, the programme offers elective specialization modules through which students may choose either the Business Law Practice Module or the Tax Law Module. The Business Law Practice Module provides students with advanced knowledge and practical understanding of areas directly relevant to business law practice, including commercial arbitration, financial law and capital markets and conflict of laws. The Tax Law Module focuses on financial accounting and reporting, practical aspects of tax law, and international tax law. Within this module, lecturers from the Free University of Tbilisi Business School deliver a specialized course in financial accounting and tax reporting tailored to the needs of legal professionals.

The practical component of the programme is further strengthened through Commercial Law Clinic and practice-oriented courses. Within the so-called "live-client" Commercial Law Clinic, students work on real legal matters, prepare advisory letters for clients, and conduct legal analysis of actual business law problems. This enables students to apply their theoretical knowledge in practical professional contexts and develop skills relevant not only to Georgian, but also to international legal practice. Accordingly, one of the main strengths of the programme is that it prepares graduates to independently enter the field of business law and respond to contemporary professional and practical requirements in both Georgian and international legal environments.

The programme also ensures the development of scientific and research skills corresponding to the programme learning outcomes. A number of academic courses require students to examine specific business law issues, conduct legal research, and prepare research papers and/or presentations. Research skills are also developed within the clinical course, where students analyse real legal problems and prepare written legal opinions and advisory documents.

An important compulsory research component of the programme is the master's thesis, through which students conduct independent research on current legal issues under the supervision of a duly qualified supervisor and, where necessary, with the involvement of a co-supervisor. The thesis component supports the development of students' ability to identify legally relevant problems, conduct in-depth research, analyse legal sources, and formulate well-reasoned conclusions. Although not being mandatory, in order to further strengthen the research component of the programme, it would be suggested for the Law School to support the publication of students' research papers in a dedicated student publication journal or magazine. This would further encourage students' research activity, promote academic writing skills, and increase the visibility of students' scientific work.

For the effective development of research skills, students are provided with printed and electronic textbooks, scientific literature envisaged by the course syllabuses, and access to electronic resources. Access to HeinOnline is particularly important for conducting research on various legal issues. The research process is further facilitated by the fact that students have access to electronic resources not only from computers located on the University premises, but also remotely.

The programme also supports students' academic, professional, and international development through additional opportunities. Conferences on current issues of business law are organized at the University by the Business Law Centre, and students have the opportunity to participate in them. In addition, the programme maintains active cooperation with the LLM Programme in Global Legal Studies at Washburn University School of Law in the United States through an exchange arrangement. Under the memorandum of understanding concluded between the Free University of Tbilisi and Washburn University, up to five second-year students of the Master's Programme in Business Law may spend one academic year at Washburn University School of Law. Credits completed at Washburn University are recognised within the Master's Programme in Business Law at the Free University of Tbilisi. Upon successful completion of the programme requirements, graduates are awarded a Master of Business Law degree separately by both the Free University of Tbilisi and Washburn University.

Evidences/Indicators

- Bachelor's Programme in Law
- Master's Programme in Business Law
- Program Curriculums
- Memorandums/Agreements
- Site visit
- Interview Results
- Syllabuses

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	• Although not being mandatory, in order to further strengthen the research component of the programme, it would be suggested for the Law School to support the publication of students' research papers in a dedicated publication journal or magazine. This would further encourage students' research activity, promote academic writing skills, and increase the visibility of students' scientific work

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

2.3. Teaching and Learning Methods

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

As a result of the review of the educational programmes, the self-evaluation report, the syllabuses submitted by the HEI, and the interviews conducted during the site visit, it was established that the Bachelor's Programme in Law and the Master's Programme in Business Law are implemented through student-centred teaching and learning methods. The teaching and learning methods are selected in accordance with the objectives, content, specificity, and learning outcomes of each academic course, as well as with the relevant level of education.

The programmes grouped in the cluster apply a diverse range of teaching and learning methods aimed at ensuring the achievement of programme and course learning outcomes. These methods include verbal, text-based, written, group work, problem-based, demonstrative, inductive, deductive, analytical, synthetic, practical, explanatory, interactive, comparative, action-oriented, cooperative, discussion/debate-based, brainstorming, clinical, and case-study methods. Depending on the specific nature of the academic course, the teaching process also includes the analysis of legal cases and judicial practice, problem-based learning and critical analysis, the cooperative learning method, discussions and debates, the Socratic method, demonstration method, casuistic teaching method/case analysis method, case study method, simulation, practical teaching, and independent learning methods.

The selection of teaching and learning methods for each course is based on the content and specificity of the subject and is oriented toward the achievement of the predetermined learning outcomes. The methods used in the Law programmes are designed to ensure students' active involvement in the learning process,

interaction between students and academic/invited staff, as well as interaction among students themselves. The applied methods support the development of students' autonomy and responsibility in the learning process and contribute to the formation of various professional and transferable skills, including critical thinking, analytical reasoning, argumentation, legal writing, oral communication, practical problem-solving, and teamwork. The teaching and learning methods are flexible and take into consideration students' individual needs. Where necessary, an individual programme is developed and implemented in accordance with the student's interests and academic readiness.

The Law programmes are also clearly oriented toward practical activities. Through case analysis, simulations, law clinics, practical assignments, and discussion-based learning, students are given the opportunity to apply theoretical knowledge to practical legal situations. Such an approach supports the development of practical legal skills and contributes to students' professional preparedness and competitiveness in the labour market.

In addition to the teaching and learning methods indicated in the programmes, lecturers may apply other relevant methods where appropriate, taking into account the course objectives, learning outcomes, subject matter, and the principle of academic freedom of the academic and invited staff involved in the implementation of the programmes. Where additional or alternative methods are used, they are reflected in the relevant course syllabuses.

It was also established that the teaching and learning methods correspond to the relevant level of education. In the Bachelor's Programme in Law, the methods are directed toward the gradual development of foundational legal knowledge, practical legal skills, analytical reasoning, and independent learning abilities. In the Master's Programme in Business Law, the methods are oriented toward deeper legal analysis, advanced practical application, independent research, professional judgment, and specialization-related competences.

Accordingly, the teaching and learning methods are compatible with the relevant level of study, correspond to the content and specificity of the academic courses, and are oriented toward the achievement of the intended learning outcomes. The programmes are implemented through student-centred, interactive, practical, and outcome-oriented teaching and learning methods, which ensure students' active engagement in the educational process and support the development of the competences required by the programmes.

Evidences/Indicators

- Bachelor's Programme in Law
- Master's Programme in Business Law
- Syllabuses
- Interview Results
- Self Evaluation Report

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

2.4. Student Evaluation

Accreditation standards indicators

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

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;
- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
- Before submitting the dissertation/creative/performance work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
- The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
- Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
- While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;

- The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
- The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
- The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific-research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
- A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity¹ should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
- The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
- Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);
- Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
- Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
- The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;
- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

Cluster evaluation

Description and Analysis of Cluster

The fair evaluation system is one of the most important parts of the student's education. The assessment system must always correspond to the learning outcomes. It is measured by various types of criteria, as its purpose is to determine what the student has achieved because of completing a particular course, what they know, and what they can do. The assessment system provided in the curriculum is outlined in accordance with Order No. 3 of the Minister of Education and Science (Order No. 3 of January 5, 2007, "On Approval of the Rules for Calculating Credits for Higher Education Programs"). Specifically, the assessment system is multi-component, consisting of intermediate and final assessment forms. A minimum competence threshold is established for intermediate and final assessments. As a result of syllabus analysis, it was revealed that various criteria and assessment forms are used to determine student knowledge.

These include:

- Assessment of participation in discussions
- Assessment of activity
- Midterm examinations
- Homework assignments
- Quizzes
- Practical assignments
- Projects
- Reports
- Written papers
- Essays
- Oral examinations
- Presentations
- Open/closed tests
- Hypothetical and real case studies
- Case analysis (brief)
- Moot court (simulated process)
- Legal memorandum
- Procedural documents
- Final examinations
- Bachelor's/Master's thesis

In the syllabi, the assessment system and teaching are primarily aimed at refining and improving students' practical skills. Accordingly, assessment components such as memorandum writing, essays, reports, and case analysis are precisely directed towards enhancing these skills.

Most exams at the university are held in examination rooms. Exams for law programs are conducted entirely in the examination center. Inspection of the examination center revealed that each student has their own computer with their unique number. To further protect the university from cheating, the university often seats students from different programs next to each other to prevent them from copying from one another. The university has a regulation for the administration of examinations and assessments, which clarifies that the exam date is set by the university's examination center. Based on the university's regulation for the administration of examinations and assessments: 1. Students are assessed in written and/or oral form; 2. As a rule, written assessment is conducted

electronically in the university's examination center-by working at a personally assigned computer for each student-or on a written paper.

3. The course of examinations is recorded via video monitoring cameras.

4. To ensure the objectivity, fairness, transparency, and effectiveness of student assessment, the screen of the personally assigned computer for each student is monitored during the relevant examination.

5. Written assessment is conducted:

5.1. By the "closed-book method"-during which students are prohibited from using any kind of auxiliary materials or literature;

5.2. By the "open-book method"-during which students are specifically instructed by the relevant subject lecturer on what kind of auxiliary materials or literature they are permitted to use.

Considering the Bachelor's and Master's regulations:

7.1. There are five types of positive evaluations:

7.1.1. (A) Excellent - 91%-100% of the maximum evaluation;

7.1.2. (B) Very Good - 81%-90% of the maximum evaluation;

7.1.3. (C) Good - 71%-80% of the maximum evaluation;

7.1.4. (D) Satisfactory - 61%-70% of the maximum evaluation;

7.1.5. (E) Sufficient - 51%-60% of the maximum evaluation.

7.2. There are two types of negative evaluations:

7.2.1. (FX) Failed - 41%-50% of the maximum evaluation, which means that the student needs to work more to pass and is given the right to take an additional final examination again based on independent study, or the opportunity to complete the final assignment again;

7.2.2. (F) Failed - 40% or less of the maximum evaluation, which means that the work performed by the student is not sufficient, and they must re-study the subject.

7.3. Student knowledge is assessed by intermediate and final evaluations. The final evaluation is mandatory. If a student does not receive a final evaluation, the course will not be considered passed.

7.4. A retake examination is scheduled no less than 5 days after the publication of the final examination results.

7.5. A student may take a retake examination or repeat a final assignment if they have crossed the minimum competence threshold for the intermediate evaluation, failed to cross the minimum competence threshold for the final examination/assignment, and accumulated 41 or more points/% as a result of the intermediate evaluation (including, possibly, more than 41, in accordance with the syllabus's assessment system). Also, a student is authorized to take a retake examination or repeat a final assignment if they have crossed the minimum competence thresholds for both intermediate and final evaluations and accumulated 41-50 points/% because of both evaluations.

7.6. A student is awarded credit only if they have crossed the minimum competence thresholds defined for intermediate and final evaluations and received one of the positive evaluations defined in paragraph 7.1 of this article.

As a result of interviews, students were asked questions regarding the assessment system, appeal mechanisms, and syllabi, and it should be noted that students are indeed well-informed and knowledgeable about the university's existing regulations. The appeal mechanism is also explained in the regulation, stating that if a student believes there is an error in their midterm and/or final assessment, they can contact the coordinator of the relevant program/subject

curator within 5 calendar days of their grades being posted on EMIS, complete the appeal form, and send the completed appeal form to the coordinator/subject curator via email.

In the appeal form, the student must articulately present the basis for doubting the assessment:

1. The student's appeal to the lecturer must contain a reasoned assumption; the student must explain why they believe they deserve a different assessment;
2. The justification submitted by the student through the appeal form must be specific. Only justified applications will be subject to the assessment review process. The program coordinator/subject curator will provide the correctly completed appeal form (with justification) to the relevant subject lecturer;
3. If the relevant subject lecturer believes that the student's expressed assumption is well-founded, they will re-examine the student's work/assignment and inform them of how well-founded the student's claim was and whether the assessment contained an error. If necessary, it will be possible to discuss the issues with the lecturer.

This does not end the appeal procedure and if the student still finds the lecturer's assessment unsatisfactory, in accordance with Articles 7.2.14, 7.2.15 and 7.2.16 of the Regulation: he/she may, within 5 calendar days from the lecturer's notification of the student's decision, apply in writing (by e-mail) to the Dean of the relevant subject or to the Head of the Program and submit the grounds for doubting the assessment and the justification for the assumption; 7.12.5. If the Dean/Subject Curator/Program Head of the Subject considers that the student's assumption is justified, he/she shall examine the issue and, as a result, either consider the lecturer's initial assessment to be justified, which shall remain unchanged, or shall address the relevant lecturer with a request to review the work/assignment and with appropriate instructions. To examine the issue, the Dean/Subject Curator/Program Head of the Subject may, if necessary and possible, consult with other qualified persons of the University and/or use an alternative assessment method with the participation of thematically competent person(s) of the University; 7.12.6. The decision of the Dean/Subject Curator/Program Head of the Subject is final.

Regarding plagiarism, it should be noted that the institution does not use any programs, as they note that each student is fully familiar with the provisions of plagiarism, they are aware of all the processes that their plagiarism may lead to in the event of each violation. In addition, when writing the thesis, the institution explained that the supervisor checks each footnote of each thesis and very many students, in whose case the issue of plagiarism arose, appropriate disciplinary measures were applied. Accordingly, the institution does not use any platform and places full responsibility on the student, the program supervisor and the direct supervisor of the thesis.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)

-

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	-	-
Programme 2 - (Business Law, Master)	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Accreditation standards indicators

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

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and

promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.

- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;
- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);
- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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

Cluster evaluation

Description and Analysis of Cluster

The direct involvement of students by the university in any process, and the consideration of their interests, is a crucial matter for any educational institution. The first question from the experts concerned student involvement in the self-assessment group, to which the institution clarified that students are not directly involved in the self-assessment group. This is due to the university's strict approach that a single student cannot speak on behalf of everyone; accordingly, they ascertain student needs through meetings and surveys. Furthermore, the Dean explained that students also send him information regarding necessary courses and international employment opportunities. The university recalled several examples that were accommodated because of student requests, e.g., students requested that academic writing be discussed in a more reduced group, and the university satisfied this request. Also, students requested an ICC court course, and it was added. Consequently, when these issues are also placed on the list of considerations based on survey results, the institution takes students' needs into account.

Students receive consultation and support for planning the learning process and improving academic achievements from various structural units, including:

1. School Dean
2. Program Director
3. School Coordinator

4. Student and Applicant Relations Service

5. Vice-Rector for Program Development

Furthermore, students noted that regarding any issue, if they have any questions for the lecturer, they can also utilize consultation hours. The institution has considered a great number of issues that arose from student requests.

The institution operates a Knowledge Fund financing program, through which outstanding applicants receive funding for their studies at the university. Accordingly, the institution offers tuition fee concessions to both applicants and students. Of note is the opportunity to participate in international competitions for example:

1. Philip C. Jessup International Law Moot Court Competition
2. Brown Mosten International Client Consultation Competition
3. Willem C. Vis International Commercial Arbitration Moot
4. Central and Eastern European Moot Competition

for which students are selected based on academic performance and an interview. Successful completion of the interview requires knowledge of the subject matter and a high level of English proficiency, after which student participation in international competitions is possible. All expenses for this are fully funded by the institution, enabling students to participate in various rounds in foreign countries.

During interviews with graduates and students, it emerged that all graduates are employed in their respective positions at leading companies. Furthermore, several graduates have passed the bar examinations in the United States (Brooklyn, New York) and are working in their professional capacities. They noted that Free University significantly contributed to these achievements, as they acquired a substantial foundation of knowledge and practical experience there. The institution actively collaborates with employers, and students and graduates recalled numerous events, competitions, conferences, and job fairs organized by the university. They received updates about these opportunities both through the platform and via email.

For the refinement of practical skills, internships and clinics are also provided, which are mandatory for students and integrated into the program. During the accreditation visit, the clinic room was also inspected, where students, according to their specialization (criminal, civil), work in the clinic, familiarize themselves with clients' problems, directly interact with them, and are fully involved in the process. Clinic supervisors noted that they fully assist students with any issue, but they also strive to ensure that students themselves manage communication with clients, so they can learn effective client communication and learn to fully conduct the process. Upon completion of the internship, students are assessed according to criteria outlined in a special form, with each student being individually evaluated on every component. It should be emphasized that the opportunity for students to engage in resolving real cases and communicating with real clients is a very significant opportunity. It must be stated that the rate of students continuing their studies abroad is at its highest, as most students continue their education internationally and also participate in international projects and competitions. During interviews with employers, it was highlighted that the students' level of English proficiency, knowledge, and practical skills are entirely satisfactory for employers and fully meet market demands.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

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Evidences/Indicators

- o The Self-Evaluation Report;
- o The programs;
- o The syllabus;
- o <https://freeuni.edu.ge/ge/students/master-students/> ;
- o The evaluation form for employer;
- o The results of interview;

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)		
Programme 2 - (Business Law, Master)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-

research component successfully.

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

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co-supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;
- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;
- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;
- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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

Cluster evaluation

Description and Analysis of Cluster

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Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Law, Bachelor)

N/A

Description and Analysis - Programme 2 (Master, Business Law)

The regulations on the master's thesis indicate the point distribution of the thesis, the threshold, etc. The student begins the process of working on the master's thesis in the 4th semester. The work process is divided into stages, and the student is obliged to complete several mandatory components during the semester:

Registration of the topic and supervisor - involves selecting the topic of the thesis in consultation with the supervisor. The supervisor of the master's thesis can only be a lecturer/lecturer of Tbilisi Free University.

Presentation of the thesis abstract - in consultation with the supervisor, the student prepares a short description of the work to be performed. The description should include a description of the issue/issues to be discussed in the thesis, the main methods, hypotheses and expected results of the research. To register a topic and supervisor, the student contacts the program coordinator via university email and adds the supervisor's university email to the correspondence. The topic and supervisor are considered registered after the supervisor expresses consent to the academic supervision of the specific work. The student sends the remaining components of the work (abstract, structure, final work) from his university email to the program coordinator within the appropriate deadlines. The student is obliged to add the supervisor's university email to the correspondence. All components of the work must be reviewed in advance by the master's thesis supervisor.

During the interview with the students, questions were also asked about the performance of the master's thesis, communication with the supervisor and satisfaction, and it should be noted that each student is very satisfied with the work of the supervisor. It is also possible to evaluate the supervisor anonymously and through surveys. The results of this survey are fully sent for further consideration to the program director and the dean, who simultaneously analyze these results.

Data related to the supervision of master's/doctoral students Programme 1 (name, level)⁴	
Number of master's/doctoral theses supervisors	20

⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

//Number of doctoral thesis supervisors	
Number of master's students	199
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.10.
Ratio - supervisors of doctoral theses/doctorsal students	

Evidences/Indicators

- o University Self-Evaluation Report;
- o The program;
- o The Regulation of master's program;
- o The regulation of master thesis;
- o Master's thesis syllabus;
- o the defended masters; thesis;
- o <https://freeuni.edu.ge/about-us/?about-us=Documents> ;
- o The results of Interview;

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)		
Programme 2 - (Master, Business Law)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>3.2. Master's and Doctoral Student Supervision</u>	Evaluation
Programme 1 - (Law, Bachelor)	N/A

Programme 2 (Master, Business Law)	Complies
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4. Providing Teaching Resources

Accreditation standards indicators

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

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

PHD Programme indicators

- The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. If available, the institution should involve scientific staff in the programme implementation;
- The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field;
- HEI promotes the participation of foreign university, scientific-research institute/center staff, or a person with emeritus status in the process of implementing the doctoral educational programme;
- The Head of the doctoral programme has the necessary knowledge and experience for the design and development of the programme, as well as the appropriate competence in the field of study of the programme. He/she is directly involved in the implementation of the programme and is the affiliated academic and/or scientific staff of the institution;

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

Cluster evaluation

Description and Analysis of Cluster

According to the expert team, the Free University of Tbilisi provides sufficient guarantees for the implementation of a human resources policy that sustains its academic responsibilities. The programmes (Bachelor in Law and Master in Business Law) are taught by academic staff that have proven expertise, necessary degrees and an academic record

that assures their connection with actual views in research in their respective fields of expertise. The latter is also evidenced by the CVs of the staff members.

The expert team shares the opinion that in a law programme, and especially given the objectives set out by the programme management, the involvement of practice-orientation is relevant. Nevertheless, the expert team notices that the faculty list, as well for the bachelor programme as for the master programme, contains a non-neglectable number of invited lecturers, not only for elective courses. Although these invited lecturers can co-teach with 'full time' staff, the expert team suggests considering duly the advantages and disadvantages of this choice. Alongside this suggestion, the expert team notices that a lot of invited lecturers are involved in supervising master's theses. In this regard, their academic approach and credibility must be assessed. Lastly, the expert team suggests considering whether in all 'clinical' modules 'full' academic staff shouldn't be the responsible lecturer? Moreover, an assessment of the role of invited staff in the study programmes could also create an opportunity to consider the role of foreign staff in teaching and research.

Furthermore, the expert team recommends a harmonisation of the CV's of the staff members (including the invited staff), whereby it is clear what the criteria are to enter and maintain a certain academic position and how these criteria are met. Just as an example, the expert team notices that information on publications in CV's not always allowed the team to 'characterize' the publications and that, according to some CV's it is not clear whether assistant or associate professors obtained a PhD (and have to). For the sake of a transparent assessment, the expert team shares the opinion that it is necessary to work on the CV's comparability and harmonize the information it contains (among others).

In the middle and long run, according to the expert team, the absence (according to the annexes to the self-evaluation reports) of involvement of teaching and research assistants or post doctoral scientific staff in the study programmes could jeopardize the programmes and their scientific growth. Therefore, the expert team suggests to consider whether and how this has to be assessed and if so, mitigated.

The expert team is confident regarding the quality and academic 'backbone' of programme heads. Regarding the workload and the time available for 'academic' activities (which can be seen in the research index mentioned in the SER annex for the BA and especially (!) the LLM) apart from keeping the programmes going (including the supervision of theses), the expert team mentions the student/(academic) staff ratio, being only acceptable thanks to the involvement of invited staff. Moreover, the expert team has to repeat that 'invited' staff outweighs staff.

Individual evaluation -

As the suggestion and the recommendation that is made for the study programmes is valid for both study programmes an individual evaluation – apart from the specifications that were mentioned in the previous paragraphs – is not given by the expert team.

Description and Analysis - Programme 2 (LLM Business Law)

Programme 2 (LLM Business Law)⁵				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated academic staff
Total number of academic staff	22			
- Professor	3			
- Associate Professor	2			
- Assistant-Professor	2			
- Assistant				
Invited Staff	15			–
Scientific Staff				–
Including International Staff				

Description and Analysis - Programme 1 (BA LAW)

Programme 1 (Bachelor in Law)⁸				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁹	Including the staff holding PhD degree in the sectoral direction¹⁰	Among them, the affiliated academic staff
Total number of academic staff	27			
- Professor	7			
- Associate Professor	14			

⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

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

⁹ Staff implementing the relevant components of the main field of study

¹⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	6			
- Assistant				
Invited Staff	50			–
Scientific Staff				–
Including International Staff				

Evidences/Indicators

- o SER
- o SER Annexes (1)
- o CV's
- o Faculty lists
- o Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	Harmonize the CVs of the staff members to allow transparency and comparability as well as to turn CVs into a valuable policy instrument. Moreover, if applicable, check the CV's in view of requirements to obtain and maintain specific academic positions.	Assess the 'staff mix' and if necessary, develop and implement a policy to better balance it, especially taking into account the role of invited staff and the position of assistants and post doctoral staff.
Programme 1 (Bachelor Law)	-	-
Programme 2 (LLM, Business Law)	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Programme 1 (BA Law)	Complies substantially
Programme 2 (LLM Business Law)	Complies substantially

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

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

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience
- of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;
- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;
- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);
- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;
- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education programme;

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

Cluster evaluation

Description and Analysis of Cluster

The expert team observes while reading the SER that academic supervision of a student who writes a master's thesis is a comprehensive task and involves substantial and organisational guidance. Considering the ratio between the number of LLM students and the supervisors, the expert team thinks that guaranteeing sufficient guidance might be challenging. Therefore, the expert team suggests closely monitoring the number of students a staff member coaches and the quality of the supervision.

Notwithstanding the undoubted expertise and quality of the potential advisors for the diploma thesis, it is unclear for the expert team whether, regardless of the principle of 'academic freedom', there are certain standards/guidelines ensuring an overall substantial quality of the thesis supervision. Moreover, in line with the previous remark on the

CVs, it is hard to assess whether the professional experience is in line with the thesis topics and in how far the expertise is research oriented. The expert team mentions this especially since a high number of potential thesis advisors are invited staff members.

Individual evaluation -

As there is only one master programme the expert team refers to what is written above.

Description and Analysis - Programme 1 (Name and Level)

Programme 1 (LLM Business Law) ¹¹			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹²	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	20		
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–
Including International Staff			

Evidences/Indicators

- o Interviews
- o SER
- o Faculty List
- o Annex 1 to SER (LLM Business Law)
- o CVs LLM Business Law

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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¹¹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹² Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

General recommendations/ Suggestion of the Cluster	-	-
Programme 1 (BA Law)	-	-
Programme 2 (LLM Business Law)		Closely monitor the ratio of supervisors and students and assess the quality of the thesis supervision

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Programme 1 (Bachelor in Law)	-
Programme 2 (LLM Business Law)	Complies

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

- 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

For the expert team, an analysis of Standard 4.3 at cluster level is appropriate. The University created a structured framework for the evaluation and professional development of its staff. The system is comprehensive and includes several relevant components. The SER is rather formalistic. It is therefore hard for the expert team to assess the real impact of professional development efforts.

One aspect is the yearly evaluation of programme staff covering pedagogical skills, course management and research activity. The latter is evaluated according to a detailed system, combining eight criteria.

Apart from administrative review, student feedback is an important source of information for evaluation.

Research and professional activities are evaluated in a binary system. For pedagogical skills and subject management, a more detailed scale is used.

Low evaluation scores trigger follow-up actions. Nevertheless, the expert team encourages to focus on assessing the impact of evaluation outcomes in terms of improvements and their effect on the quality of the delivery of the programme.

Regarding professional/scientific development, a range of support mechanisms are put in place (flexible workload arrangements, the possibility of maintaining salary during research activities or mobility, and access to funding for publications, conferences and research projects through both internal resources and the Knowledge...)

Regarding pedagogics, the expert team considers 'orientation meetings' for academic personnel to integrate staff members fully into the academic processes. Moreover, training and consultation are provided. The approach is proactive as well as reactive, which indicates the intention to create a continuous development cycle.

The expert team suggests to structurally include internationalisation in the professional development strategy.

Moreover, the SER could better highlight how professional development activities are aligned with clearly defined institutional priorities or individual career progression pathways. While there is strong financial and organisational support for research is strong, the SER lacks information on the impact it leads to (especially regarding research output). It is neither clear how the effect of initiatives to improve quality of teaching is used to close the quality cycle. The same goes for the use that is made of evaluation results and improvement efforts on career development.

Individual evaluation – As the policy is 'transversal' the cluster evaluation provides necessary information for the individual programmes.

Description and Analysis - Programme 1 (Bachelor Law)

Description and Analysis - Programme 2 (LLM Business Law)

As the policy is 'transversal' the cluster evaluation provides necessary information for the individual programmes.

Evidences/Indicators

- o Interviews
- o SER
- o FUT Quality Assurance Mechanisms
- o Law BA Program Monitoring and Evaluation Report – Law LLM Program Monitoring and Evaluation Report
- o FUT Spinrg Survey Report

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		Structurally include 'internationalisation' in the professional development strategy.
Programme 1 (Bachelor Law)	-	-
Programme 2 (LLM Business Law)	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Programme 1 (Bachelor Law)	Complies
Programme 2 (LLM Business Law)	Complies

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource, information resource, digital resource, individual working spaces for doctoral students, etc.), which are necessary for the implementation of the educational and scientific-research components of the educational programme and for the achievement of the learning outcomes;
- Library book fund, latest scientific periodicals, international electronic library bases both from the university territory and from any other location are available for doctoral students, which allow them to have access and get to know the scientific resources of the relevant research field to achieve the learning outcomes of the programme;
- In order to implement the scientific-research component, the HEI promotes the sharing of scientific- research infrastructure both within the institution and among other higher educational and scientific institutions outside it;
- HEI constantly takes care of the renewal and development of scientific-research/creative research infrastructure.

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

Cluster evaluation

Description and Analysis of Cluster

As a result of the site visit, the experts inspected the facilities relevant to the evaluation and reviewed the documentation provided by the HEI. Based on the reviewed materials and interview results, the experts are of the opinion that both the BA and Master's programmes grouped in the cluster are provided with the necessary infrastructure, library, material, informational, and digital resources of appropriate quantity and quality required to achieve the objectives and learning outcomes of the programmes.

The law programmes are implemented in the Kakha Bendukidze Campus. The campus is equipped with high-level infrastructure and technical facilities that meet modern academic requirements. It includes comfortable and modern lecture rooms and learning spaces of different capacities, including computer classrooms, amphitheatres, conference and exhibition halls, scientific and educational laboratories, studios, a library, a museum, and an examination center. A dedicated space is allocated for the examination center, which is equipped with 200 computers and the infrastructure necessary for examinations. The campus also houses a high-standard legal clinic and offers recreational spaces, a dendrological park, internal courtyards, an open-air amphitheater, sports facilities, and a cafeteria. Although the School does not have a separate moot court room, its classrooms are equipped and sufficiently spacious to allow moot court proceedings to be conducted.

The campus is equipped with appropriate information technology infrastructure, including computers with internet access, relevant software, projectors, and servers. Wireless internet is available throughout the campus and provides uninterrupted access for students and staff. The existing information technology infrastructure supports the various academic and administrative processes carried out at the University and facilitates their effective implementation.

The HEI library is suitably equipped with tables, chairs, and information technology resources, including computers connected to the internet, a photocopier, a scanner, and unlimited internet access. The HEI has adopted rules for the use of the library and the development of its resources. These rules define library usage procedures, as well as mechanisms for updating and developing library resources and services. The library collection, including books and electronic resources, corresponds to the compulsory literature indicated in the course syllabuses and ensures that students have access to the necessary learning materials in both printed and electronic formats. The books available in the library are processed in accordance with the applicable library rules.

The HEI provides access to electronic library databases, including scientific electronic databases

such as ScienceDirect, Scopus, and HeinOnline. Access to normative acts is also provided through the Legislative Herald of Georgia. The available usage statistics indicate a normal and satisfactory overall level of use of scientific electronic databases. Although the number of users varies across databases and reporting periods, the overall level of engagement may be assessed as adequate. Students and staff currently have both on-campus and remote access to these databases.

Based on the interview results, academic staff and students are aware of the library resources available to them. Material, informational, digital, and library resources are freely accessible to students and staff. The HEI continuously renews and upgrades its resources and services based on the needs of students, academic staff, and programme requirements.

The University's website is bilingual and operates in Georgian and English. It provides information about the HEI's activities, educational programmes, mission, strategic documents, regulatory framework, ongoing activities, organisational structure, and other relevant matters. Accordingly, the available material, library, informational, and digital resources support the effective implementation of both programmes grouped in the cluster and contribute to the achievement of their learning outcomes.

Evidences/Indicators

- Site-Visit
- Interview Results
- University website
- Library Rules and Regulations
- o Access to international electronic library databases and relevant document
- o Self-Evaluation Report

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	N/A	N/A
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>4.4. Material Resources</u>	Evaluation
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Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

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

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

PHD Programme indicators

- The budget of the HEI/faculty/school/programme provides support and funding mechanisms to the doctoral students for implementation of the teaching and research components of the doctoral education programme.
- The budget of the HEI/faculty/school/programme provides sources/mechanisms of financial support to facilitate the implementation of research by academic and/or research staff, including funding for
- 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;
- The budget of the HEI/faculty/school/programme for the effective implementation of the doctoral education programme envisages the development of scientific-research/artistic infrastructure;
- The HEI facilitates the search for external funding sources for targeted research within the doctoral education programme.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster meets the requirements of Standard 4.5. The institution demonstrates financial stability and provides sufficient financial resources for the effective implementation of both programmes.

Budget planning is systematic and connected to the institution's strategic priorities. Financial resources support teaching and learning activities, salaries of academic staff, infrastructure maintenance, library and electronic resources, administrative services, and programme development.

The presented evidence confirms that the institution has sustainable financial mechanisms that ensure uninterrupted programme delivery and long-term stability.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Law, Bachelor)

The financial resources allocated to the Bachelor's Programme in Law are sufficient to achieve the programme objectives.

The budget supports programme implementation through qualified academic staff, teaching facilities, library resources, and administrative support. The number of enrolled students also contributes to programme sustainability and effective use of institutional resources.

The panel considers that financial support is sufficient for maintaining programme quality and supporting its continuous development.

Description and Analysis - Programme 2 (Business Law, Master)

The Master's Programme in Business Law is supported by adequate financial resources that ensure effective programme implementation.

The institution provides the necessary financial support for programme delivery, including specialized teaching resources, access to legal databases, qualified academic staff, and student support services.

Although the programme is smaller than the Bachelor's programme, the available financial resources are sufficient to ensure sustainability and maintain educational quality.

The panel concludes that the programme demonstrates appropriate financial sustainability.

Evidences/Indicators

- Program budget
- Financial statement 2023

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

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

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

5.1. Internal Quality Evaluation

Accreditation standards indicators

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.

PHD Programme indicators

- Internal quality assurance mechanisms of the doctoral educational programme include the evaluation of the scientific-research component, resources, and support mechanisms of the doctoral student. Evaluation results are applied for the improvement of the HEI's activities and the doctoral programme.
- The activities of the staff implementing the teaching and scientific components of the programme, including the supervisor/co-supervisor of the doctoral thesis are evaluated within the framework of the monitoring of the doctoral educational programme and the evaluation results are used to improve the staff performance;
- The doctoral education programme regularly uses formative peer review to improve the doctoral programme and the research environment;
- In order to develop a doctoral programme, all the interested parties (doctoral student, graduate, staff, doctoral student's supervisor, co-supervisor, employer, etc.) are involved in the evaluation of the doctoral programme implementation.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster complies with Standard 5.1. The institution has established a structured internal quality assurance system that supports continuous evaluation and improvement of programme quality.

Quality assurance processes are implemented through clearly defined regulations and coordinated by the Quality Assurance Office together with academic and administrative units. The system supports regular evaluation of programme effectiveness and helps identify areas that need improvement.

The institution regularly collects quantitative and qualitative data through different evaluation tools, including student course evaluations, graduate surveys, employer feedback, academic staff evaluations, learning outcomes assessment, and analysis of student academic performance.

One of the strengths of the internal quality assurance system is stakeholder involvement. Students, academic staff, administrative staff, graduates, and employers participate in evaluation processes through surveys, consultations, and feedback mechanisms. Their opinions are analyzed and used for programme development.

The institution follows a continuous improvement approach. Evaluation results are discussed at programme and institutional levels, and based on identified needs, improvement measures are introduced.

The self-evaluation process itself demonstrates the institution's commitment to reflective analysis and evidence-based quality improvement.

The panel concludes that the internal quality evaluation mechanisms are systematic, effectively implemented, and contribute significantly to programme quality improvement.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Tbilisi Free University Strategic Vision and Plan
- Quality Assurance Mechanisms
- Questionnaire Forms
- Semester Survey Results Report

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

5.2. External Quality Evaluation

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The cluster satisfies the requirements of Standard 5.2. The institution actively participates in external quality assurance processes and effectively uses external evaluation results for programme improvement.

External quality evaluation is integrated into the institution's overall quality assurance system and serves as an important mechanism for ensuring compliance with national standards and supporting continuous development.

The documentation shows that the programmes have successfully undergone external accreditation and authorization procedures. Recommendations and comments received during previous external evaluations have been considered and reflected in programme improvement activities.

The institution demonstrates readiness for external review through systematic documentation, evidence collection, and regular monitoring of compliance with accreditation requirements.

Cooperation with external stakeholders, including legal professionals, employers, and external experts, also strengthens quality assurance. Their involvement supports programme relevance and alignment with labour market needs.

The institution considers external evaluation not only as a formal requirement but also as a tool for programme development and improvement.

The panel evaluates that external quality assurance mechanisms are effectively integrated into institutional practice and positively contribute to programme quality and sustainability.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Decisions of the Council for Accreditation of Educational Programs
- External Expert Assessments

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The cluster fully complies with Standard 5.3.

The institution has established systematic procedures for continuous programme monitoring and periodic review, ensuring that programmes remain relevant, effective, and aligned with academic, professional, and societal needs.

Monitoring is conducted through regular collection and analysis of academic and operational data, including:

- student academic performance;
- course completion and progression rates;
- learning outcomes assessment results;
- student satisfaction surveys;
- graduate feedback;

- employer evaluations;
- academic staff feedback.

The institution uses both direct and indirect methods to evaluate achievement of programme learning outcomes. Direct assessment includes analysis of student performance and achievement data, while indirect assessment includes stakeholder feedback and survey results.

Periodic programme reviews are conducted through discussions within programme committees and relevant academic bodies. These reviews examine programme structure, curriculum relevance, teaching methods, assessment practices, and alignment with programme objectives.

An important strength is the involvement of stakeholders in the review process. Academic staff, students, graduates, employers, and external experts participate in discussions and provide recommendations for programme development.

The results of monitoring and review are reflected in concrete improvement measures, including curriculum updates, refinement of learning outcomes, improvement of teaching methods, and enhancement of learning resources.

The evidence shows that programme review is continuous, systematic, and focused on actual improvement rather than being only a formal process.

The panel concludes that programme monitoring and periodic review mechanisms are comprehensive, effectively implemented, and significantly support continuous quality improvement across the cluster.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Tbilisi Free University Strategic Vision and Plan
- Tbilisi Free University Action Plan Reports
- Quality Assurance Mechanisms
- Report on Semester Survey Results Program Monitoring Reports

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 - (Law, Bachelor)	N/A	N/A
Programme 2 - (Business Law, Master)	N/A	N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>5.3. Programme Monitoring and Periodic Review</u>	Evaluation
Programme 1 - (Law, Bachelor)	Complies
Programme 2 - (Business Law, Master)	Complies

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

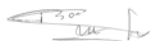
Full name, signature

Of the member(s) of the Accreditation Experts Panel

Eka Kavelidze

1. 

Bertel De Groot



Liana Zagashvili



Nino Pataraia

5. 

Nino Meskhishvili

6. 