



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

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

Bachelor's Degree Programme in European Studies

LEPL - Ivane Javakhishvili Tbilisi State University

Evaluation Date: 31 July, 2026

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organisational Legal Form	LEPL – Ivane Javakhishvili Tbilisi State University
Identification Code of Institution	204864548
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Benjamin Dagot, <i>Université Sorbonne Nouvelle/Région Grand Est</i> , France
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ევროპისმცოდნეობა
Name of Higher Education Programme (in English)	European Studies
Level of Higher Education/programme	ბაკალავრიატი – Bachelor studies
Qualification to be Awarded ²	Bachelor of European Studies
Name and Code of the Detailed Field	0388 ინტერდისციპლინური – მოიცავს სოციალურ მეცნიერებებს, ჟურნალისტიკას, ინფორმაციის მართვას 0388 Inter-disciplinary – involving social sciences, journalism and information
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	Not applicable.
Language of Instruction	Georgian
Number of ECTS credits	200 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	Accredited / submitted for re-accreditation. Previous accreditation decision: N805702, 30 June 2022
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	None.
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	Not applicable.

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

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

II. Accreditation Report Executive Summary

General Information on Education Programme

The Jean Monnet Bachelor's Degree Programme in European Studies is a well-established and distinctive interdisciplinary programme with a strong institutional position within Tbilisi State University and the Georgian higher education landscape.

The review of the Self-Assessment Report, programme documentation, course syllabi and the evidence collected during the site visit confirms that the programme has a clear academic identity built around the interdisciplinary study of Europe and the European Union. Its curriculum combines European law, economics, political science, history, culture and European integration studies, while also addressing the specific context of Georgia–EU relations and European integration.

The panel particularly noted the strong commitment of the Institute of European Studies and the programme leadership, the very high level of expertise and professional experience of the teaching staff, and the effective cooperation between the faculties involved in delivering the programme. The programme is consequently more than a conventional disciplinary European Studies degree: it combines academic European Studies with a clear practical and policy-oriented dimension.

The programme also benefits from extensive connections with Georgian public institutions. The panel found that relationships with ministries, Parliament and other public bodies provide students with valuable exposure to the professional environment in which many European Studies graduates are expected to work.

The interdisciplinary structure is one of the programme's principal strengths. The revised 200-ECTS curriculum continues to provide students with a broad foundation across the main dimensions of European Studies while allowing further specialisation through elective courses. The programme documentation explicitly presents a progression from introductory knowledge towards deepening and reinforcement of learning outcomes.

Overview of the Accreditation Site Visit

The accreditation site visit of the Bachelor's Programme in European Studies at LEPL – Ivane Javakishvili Tbilisi State University took place on 31 July 2026 at TSU Building I, Tbilisi. The expert group consisted of five experts, with the Chair participating online.

The visit followed a comprehensive programme allowing the expert group to engage with the main categories of stakeholders involved in the design, implementation, monitoring and development of the programme. The programme included meetings with the university administration, the self-assessment group, the heads of the programme, the central and faculty Quality Assurance services, academic staff and invited lecturers. The expert group subsequently met representatives of the market, current students and alumni, before observing the material and technical resources, including the library.

The meetings provided the panel with an opportunity to triangulate the information contained in the Self-Assessment Report and supporting documentation with the perspectives of programme management, academic and invited staff, students, graduates, employers and institutional quality assurance representatives. The panel particularly appreciated the open, constructive and professional atmosphere throughout the visit. The discussions confirmed the strong commitment of the University governance and, in particular, of the Institute for European Studies to the continued development of the Bachelor's programme.

Brief Overview of Education Programme Compliance with the Standards

The expert panel considers that the Bachelor's programme in European Studies demonstrates a high level of compliance with the accreditation standards. The programme has clearly defined objectives and learning outcomes, an interdisciplinary curriculum, appropriate teaching and learning methods, qualified academic and invited staff, adequate resources and an established internal quality assurance framework.

A particular strength is the coherence between the programme's objectives and its broader institutional and societal mission. The programme is explicitly positioned within the context of Georgia's European integration and combines European Studies perspectives from law, economics, politics and the humanities. Its development has involved academic staff from several faculties, students and graduates, external experts, representatives of European partner universities, EU institutions and potential employers.

The programme also demonstrates a strong orientation towards student-centred and active learning. Teaching combines lecture-seminars with discussion, teamwork, problem-based learning, case studies, presentations, simulations, mock trials, webinars and blended learning. The programme's participation in the EU-funded INOTLES project resulted in the training of seven academic staff in Problem-Based Learning, simulation, e-learning and blended learning, which were subsequently incorporated into the educational process.

The programme is also strongly connected to the professional environment. Students have access to national public institutions and other external, and the programme has established memoranda with practice partners. The Self-Assessment Report indicates that a majority of Bachelor's students have participated in internships in national institutions.

Recommendations

The institution should ensure the structured and documented participation of students and employers in programme monitoring and periodic review. Graduates should be incorporated into these processes.

Suggestions

- o The programme may consider whether specific language-related expectations should be made more explicit for applicants to particular English-taught components. This could be particularly relevant if the programme subsequently expands, develops admission to international students, which is fairly achievable given its fairly high scientific and academic level.
- o Establish a regular and structured feedback mechanism to further strengthen communication with employers, for example, through periodic focus groups or annual consultations. As well as establishing of a mechanism of permanent communication for assessing market needs with the potential employers (International, NGOS and Public sector) at least once a year in order to inform the student support.
- o The HEI should consider introducing more options of structured optional internship component with civil society organisations (CSOs) and international organisations through formal partnership agreements.
- o The panel suggests continuing the progressive expansion of problem-based, project-based and simulation-based learning across the programme, particularly where these methods can strengthen the connection between academic knowledge and professional practice.
- o It is suggested that the programme develop clear and consistent guidance for the use of artificial intelligence in teaching, learning, and assessment. The guidance should define acceptable and unacceptable uses of AI, establish appropriate disclosure requirements, and help academic staff design more analytical, authentic, and classroom-based assessment activities that reliably demonstrate students' individual achievement of learning outcomes.

- o It is suggested that the Student Services and Career Development Centre adopt a more structured, visible, and proactive approach to student engagement. This could include regularly organising career workshops, employer networking events, thematic panel discussions, mentoring activities, and individual career consultations. Information about these services and opportunities could also be communicated through diverse channels, including email, social media, interactive platforms, and face-to-face meetings.
- o It is suggested that the programme formalise its existing good practices in supporting students participating in international mobility by providing clearly documented guidance on application procedures, credit recognition, accommodation, pre-departure orientation, financial and administrative matters, and ongoing support during the mobility period.
- o It is advisable to reconcile the financial data presented in the self-evaluation report with the submitted budget documentation and to ensure a consistent and transparent presentation of programme-related financial allocations, expenditure categories and funding sources.
- o It is suggested that the institution formalise the regular participation of employers and students in the programme committee and internal programme-evaluation processes and document how their feedback is considered in decision-making. Graduates should be included systematically.

Brief Overview of the Best Practices (if applicable)⁴

A distinctive good practice identified by the panel is the systematic use of a mock accreditation prior to the external accreditation site visit. The exercise is conducted as part of the University's internal quality assurance processes and involves the programme team, the Faculty Quality Assurance Service, the University Quality Assurance Service and relevant administrative units. It combines a review of the programme documentation and course syllabi against the applicable accreditation requirements with internal peer evaluation and discussions aimed at testing the programme's preparedness for the external review.

The mock accreditation serves several purposes. It allows the programme team to identify potential gaps or areas requiring clarification before the external evaluation, to review the consistency and completeness of the evidence prepared for the accreditation process, and to clarify the respective roles and responsibilities of those involved. It also provides an opportunity for programme staff to become familiar with the accreditation standards, procedures and expectations in a simulated evaluation setting. Interviews conducted by the panel confirmed that the exercise was considered useful both for critically reviewing the programme and for strengthening staff capacity to participate effectively in accreditation processes.

The practice goes beyond the simple preparation of accreditation documentation. It constitutes a structured internal peer-review exercise in which the programme is examined from the perspective of an external evaluation before the actual accreditation visit. This contributes to institutional self-reflection, improves coordination between the programme and quality assurance structures, and strengthens the University's internal quality culture. The practice is also supported by the University's broader experience with internal programme evaluation and simulation of accreditation procedures, as documented in the QA Service reports.

The panel considers this practice noteworthy because it transforms accreditation preparation into an internal quality-enhancement exercise rather than treating it solely as a compliance

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

exercise. Its systematic use could provide a useful model for other educational programmes seeking to strengthen their preparedness for external quality assurance while simultaneously developing their internal quality assurance capacity.

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

Regarding the recommendation outlined in the draft report, the institution hereby submits its position to the Higher Educational Programmes Accreditation Council.

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

Staff and Supervisors - The Bachelor's programme in European Studies is supported by a strong and internationally diverse teaching team, comprising 34 staff members, including 13 academic staff (2 professors, 10 associate professors and 1 assistant professor), of whom 12 are affiliated with TSU. The programme also benefits from the involvement of 20 foreign academic and invited staff, including 2 foreign professors, and 11 supervisors. With 143 students enrolled, the programme maintains a favourable staffing profile, with 34 staff members involved in programme delivery and a significant contribution from internationally recruited staff.

Scientific/Research Indicators - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

<u>Scientific/research index of the individuals, involved in the programme (for the last 5 years) [1]</u>	495
Publications in local journals	124
Publications in international journals	129
Presentations made at local conferences	78
Presentations made at international conference	84
Other scientific/research indicators	80

Over the five-year period, programme staff reported 495 scientific and research activities. Publications constitute the largest share (253; 51.1%), with international publications (129) slightly exceeding local publications (124), indicating a relatively balanced but internationally oriented publication profile. Conference participation accounts for 162 activities (32.7%); international presentations (84) also modestly exceed local presentations (78), demonstrating active engagement beyond the national academic environment. The remaining 80 activities (16.2%) reflect additional forms of research engagement. Overall, the indicators demonstrate substantial and internationally visible research activity

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

Academic staff turnover rate (for the last 5 years) (e.g. The number of retired staff, the number of staff who left the institution and the number of new staff, etc.)	New academic staff	2	Academic staff who left	2	Turnover (%):	15.4
					Retention (%):	84.6
Invited staff turnover rate (for the last 5 years) (e.g. the number of retirees, the number of staff who left the institution, and the number of new staff, etc.)	New invited staff	6	Invited staff who left	2	Turnover (%):	10.5
					Retention (%):	88.2

Academic staff turnover remained relatively limited over the five-year period: two staff members joined and two left, resulting in no net change and an 84.6% retention rate. This suggests overall staffing stability, although the reported 15.4% turnover should be considered in relation to the relatively small staff base. Invited staff showed stronger expansion, with six new appointments and only two departures - a net increase of four staff members. The reported 10.5% turnover and 88.2% retention indicate generally stable staffing.

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

Data on the programme applicants (for the last 5 years; in case of the active programmes)			
- Total number of the programme applicants	2023 - 569	2024 - 621	2025 - 637
- Number of the programme applicants (the first three choices)	2023 - 164	2024 - 199	2025 - 193
Number of foreign persons, willing to be enrolled on the programme (if any)			
Data on the individuals enrolled (for the last 5 years; in case of active programmes)			
- Number of enrolled individuals	2021 - 59	2024 - 75	2025 - 77
Number of foreign persons enrolled on the programme (if any)	2023 - 0	2024 - 0	2025 - 0
Number of students with active status			
Students' progression by academic years (for the last 5 years; in the case of active programme)[3]	The first admission	The second admission	The third admission
	n	n	n
- Number of students for the first academic year	59	75	77
- Number of students for the second academic year	39	48	
- Number of students for the third academic year	38		
- Number of the students with suspended status	11	11	9

Applicant demand increased steadily, with total applications rising from 569 in 2023 to 637 in 2025 - an overall increase of 12.0%. Applicants listing the programme among their first three choices increased from 164 to 199 in 2024, before declining slightly to 193 in 2025. Their share of total applicants remained broadly stable at 28.8%–32.0%, indicating sustained interest in the programme. Enrolment increased from 59 to 77 students, representing growth of 30.5%. Enrollment relative to total applications also improved from approximately 10.4% to 12.1%. No international students were enrolled during 2023–2025, indicating limited international recruitment.

Student progression requires attention. Of the first cohort of 59 students, 39 progressed to the second year and 38 to the third year, corresponding to 66.1% and 64.4% of the original cohort, respectively. Similarly, 48 of the 75 students in the second cohort progressed to the second year (64.0%). Progression from the second to the third year in the first cohort was strong (97.4%), suggesting that attrition is concentrated mainly after the first year. Suspended-status numbers declined from 11 to 9 across the three admissions, despite increasing enrolment, indicating a favourable proportional trend.

Analysis of other quantitative data provided in the self-assessment and annexes.

None.

In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.

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

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

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

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

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

[Assessment criteria](#)

Definitions:

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

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

Overall, the programme objectives are well defined and appropriately reflect the academic profile of the discipline, the expected knowledge, skills, and competences to be achieved by graduates, as well as the national legislative framework and relevant European standards governing joint Bachelor's programmes. The programme objectives are clearly formulated and structured around four principal directions. They identify the development of interdisciplinary theoretical knowledge, practical understanding of European Union institutions and decision-making, analytical and interpretative skills, and broader public awareness of European Union values and European Studies. In this respect, the objectives provide a reasonably clear description of what the programme intends to achieve. The self-evaluation and the interview results also demonstrate an explicit relationship between the programme objectives and the learning outcomes, noting that a mapping of objectives and outcomes has been developed and that each objective is covered by several learning outcomes.

The objectives appear to be appropriately related to the level and specificity of the educational programme. The emphasis on broad interdisciplinary knowledge of Europe and the European Union, EU law, economics, politics, history and culture is consistent with the interdisciplinary nature of European Studies. Furthermore, the programme does not limit itself to the acquisition of factual knowledge, but aims to develop students' ability to identify, analyse, explain, justify and interpret contemporary processes and documents. The emphasis on critical analysis and practical analytical skills is particularly appropriate for a master's-level programme.

The criterion concerning knowledge, skills and competences to be developed in graduates is therefore satisfied. The objectives distinguish between theoretical knowledge, practical understanding and analytical skills. For example, the programme seeks to develop knowledge of European integration, EU law, politics, economics and institutions, while simultaneously developing the ability to critically examine contemporary EU processes and Georgia–EU relations. The objectives consequently go beyond a general statement about acquiring knowledge and indicate the types of intellectual and practical capacities that graduates are expected to develop.

The programme also demonstrates a clear connection with the mission, objectives and strategic priorities of TSU. The institution explicitly states that it is based on the university's mission and vision and the updated strategic development plan. It identifies the university's strategic priorities, including educational activities, scientific-research and innovative activities, organisational and institutional development, and the third mission, and explains that the programme's objectives correspond to three of these areas. The programme's emphasis on interdisciplinary education, practical skills, innovation, academic ethics, critical thinking and public awareness is presented as consistent with the university's institutional values. This is one of the strongest parts of the self-evaluation and provides relatively direct evidence of compliance with this element of the criterion.

The programme's objectives also demonstrate a potential contribution to society, particularly through the objective of promoting public awareness of the European Union, establishing European values and popularising European Studies in Georgia and the wider region. In addition, the focus on Georgia–EU relations, European

integration, contemporary European challenges and strategic communication suggests that the programme is oriented towards issues of significant societal relevance. Evidence presented in the self-evaluation report and confirmed during the site visit further demonstrates that the programme was indeed designed in response to an identified market need. Programme objectives, together with detailed information about the curriculum, are publicly available through the university's website, ensuring transparency for prospective students and other stakeholders. The expert panel also noted that the programme objectives were informed by a comprehensive market analysis covering both national and international sectors.

The internationalisation dimension is addressed relatively well. The programme has developed a specific internationalisation concept based on the university's internationalisation policy. At the same time, the institution suggests that some internationalisation measures, particularly student mobility, are still at a development stage. Indeed, the programme has a gradual approach beginning with the participation of foreign specialists in the educational process and the use of foreign- language educational literature, followed by the planned development of student external mobility.

Particular emphasis is also placed on foreign language proficiency, intercultural competences, and the development of independent research skills, equipping graduates to operate effectively in both national and international environments.

Nevertheless, the panel considers that the programme has significant potential, and progress to make, to become a stronger driver of internationalisation not only for the Institute of European Studies, but for Tbilisi State University as a whole. Given the programme's thematic specialisation in European Studies and advanced level of maturity, it could develop connections with leading universities and centres of excellence in EU Studies across Europe, thereby strengthening its academic visibility, student and staff mobility opportunities. While the programme indeed already benefits from a number of international connections, these relationships appear to rely on a noteworthy proportion of the personal academic networks of individual staff members. As international agreements are managed centrally at university level, the panel suggests that the programme further strengthen its links with TSU's central governance and international relations structures, in order to identify, formalise and strategically develop partnerships with leading European institutions. The panel also notes that the programme already offers a sufficient number of English-taught courses to provide a meaningful basis for incoming student mobility. The further internationalisation of the programme could therefore build on an existing and favourable foundation.

Evidences/Indicators

- o Educational programme in European Studies;
- o TSU Mission and Vision;
- o TSU Strategic Development Plan (2024-2031);
- o Labor Market Survey;
- o TSU Internationalization Policy;
- o Concept of Internationalization of the Educational Program;
- o Map of Educational Program Goals and Results;
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Complies

1.2 Programme Learning Outcomes

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

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

The learning outcomes are explicitly presented as being developed on the basis of the National Qualifications Framework, the relevant TSU regulations and the sectoral standard. The learning outcomes correspond to the goals and qualification requirements established by the National Qualifications Framework and the sectoral standard, while also being aligned with the programme objectives and enabling graduates to continue to the next level of higher education. The relationship between the programme objectives and learning outcomes is also explicitly addressed. The learning outcomes correspond to the programme goals and that each course contributes to their development. The self-evaluation further explains and the site visit findings indicate that the results of each course were compared with each programme goal in order to establish their relevance. This programme has undertaken a systematic curriculum-level alignment rather than simply listing learning outcomes independently of the programme objectives. The existence of this mapping provides important evidence of internal coherence between the objectives, learning outcomes and curriculum.

The learning outcomes cover knowledge and understanding, skill, and responsibility and autonomy. The first outcome group establishes a substantial body of disciplinary knowledge covering EU law, European economic integration, EU institutions and governance, European integration theories, EU–Georgia relations, European history, literature and European Studies. The subsequent outcomes move progressively from knowledge acquisition toward analytical, research, practical and autonomous learning capacities. For example, graduates are expected to analyse complex and unforeseen problems using interdisciplinary methods, select and use appropriate sources and research methods, participate in policy and legal-document development, conduct research and prepare a bachelor's thesis, and independently identify new problems and further learning needs. The learning outcomes are realistic and achievable. The learning outcomes are realistic for the reason that they are formulated in observable terms and academic and visiting staff, employers, students, graduates and external experts contributed to their development. This is a reasonable justification, particularly because stakeholder involvement can provide an external validation of whether the expected graduate profile is realistic. The reference to recommendations from experts and quality-management specialists involved in the Jean Monnet project further strengthens the development process.

The specificity of the field of European Studies is strongly reflected in the outcomes. The knowledge component encompasses EU law, economic integration, EU institutions, governance, policy-making, European integration theories, European history and literature, while the skills component emphasises interdisciplinary approaches to European Studies. The learning outcomes therefore appear to reflect the interdisciplinary character of the field rather than representing generic outcomes that could apply to any social sciences programme. The reference to EU–Georgia relations, the Association Agreement, DCFTA, EU legal norms and European integration further strengthens the programme-specific character of the outcomes.

The learning outcomes also demonstrate an appropriate orientation toward responsibility and autonomy. This is particularly evident in the sixth outcome, which requires graduates to independently identify new problems and

possible solutions and to evaluate their own learning process in order to identify further learning needs. The seventh outcome addresses ethical boundaries, individual rights, European values, the rule of law, human rights and democratic values. These elements demonstrate that the programme understands graduate competence not only in terms of disciplinary knowledge and technical skills but also in terms of autonomous learning, ethical responsibility and professional conduct.

Regarding qualification level, the learning outcomes correspond to the National Qualifications Framework, the relevant sectoral standard and the qualification to be awarded. The successful acquisition of the learning outcomes enables progression to the next level of higher education. The connection with employment demands and -market needs is present. The employers' opinions were taken into account and the learning outcomes reflect -market demands "to the maximum extent possible". Consequently, the existence of employer involvement is asserted, and the impact of employer feedback on the final learning outcomes is also demonstrated.

The collaborative development of learning outcomes is one of the strongest elements identified in the assessment. The self-evaluation identifies academic, visiting and administrative staff, employers, students and graduates as participants in the development process. It further states that the institutional procedure for planning, developing and evaluating educational programmes regulates this process and that a programme support self-assessment group functions as a collaborative body responsible for programme preparation and monitoring. This provides both stakeholder evidence and an institutional procedural basis for collaboration which was evident on the site visit and provided materials.

Evidences/Indicators

- o Educational programme in European Studies;
- o Map of Relevance of Program Goals and Outcomes; Annex N1;
- o Labour Market Survey;
- o Minutes of the Program Supporting Committee, Faculty and Academic Council Meetings;
- o Resolution On Approval of the Procedure for Planning, Elaboration, Evaluation and Development of Educational Programs of Ivane Javakhishvili Tbilisi State University
- o Resolution "On Approval of Educational Programs";
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The assessment of learning outcomes is implemented as a continuous four-stage cycle comprising the establishment of learning outcomes, curriculum analysis, evaluation of outcomes, and use of evaluation results for programme improvement. The programme has developed curriculum and goal-outcome maps through which programme learning outcomes are progressively addressed at introductory, deepening and reinforcement levels. This provides a clear and systematic basis for ensuring that the programme learning outcomes are embedded throughout the curriculum and are appropriately assessed at different stages of students' learning.

The programme uses a variety of assessment methods, including examinations, presentations, projects, practical training, essays, simulations, discussions and qualification-paper defence. The methods are selected according to the specific nature and learning objectives of individual courses, ensuring that the achievement of learning outcomes is assessed through appropriate and diverse forms of evidence. Direct assessment methods include examinations, written assignments, presentations, projects, practical activities, simulations and qualification-paper defence, through which students directly demonstrate the knowledge, skills and competencies associated with the respective learning outcomes. Indirect assessment is also incorporated through student feedback and programme monitoring mechanisms, which provide complementary information concerning the effectiveness of the learning process and the extent to which the intended learning outcomes are being achieved. The combination of direct and indirect evidence supports a comprehensive approach to learning-outcome evaluation.

The involvement of course lecturers in assessment, together with their shared responsibility with the programme director, supports consistency in assessment and ensures programme-level oversight. The curriculum and goal-outcome mapping further facilitate the identification of the courses and assessment activities through which each programme learning outcome is introduced, developed and reinforced.

Stakeholder engagement extends beyond the initial development of programme learning outcomes. External stakeholders, including relevant professional and labour-market representatives, alumni and other stakeholders, contribute to the review and evaluation of programme learning outcomes by providing feedback on the relevance and adequacy of the knowledge, skills and competencies demonstrated by graduates. Their perspectives complement the internal assessment evidence and support the programme in confirming the relevance of the intended and achieved learning outcomes to professional practice and labour-market expectations. This ensures that the evaluation of learning outcomes is informed not only by internal academic assessment but also by the expectations of the wider professional community.

There is evidence of systematic monitoring and use of assessment results for programme improvement. Programme staff have opportunities twice a year to review and, where appropriate, make changes to teaching materials, teaching staff and assessment methods, while students are informed of relevant changes. The programme reports that 96% of students in field-specific courses achieve learning outcome B, and the analysis of assessment results has contributed to curriculum modification. The example concerning English-language courses further demonstrates that assessment findings are analysed and can lead to specific curricular responses. These practices demonstrate that assessment results are actively used within the programme's quality-assurance and enhancement cycle.

The programme has established benchmarks against which learning-outcome achievement is evaluated. At course level, a general benchmark of 50% of the maximum assessment score is applied as a minimum target for satisfactory achievement. In addition, programme-level evaluation takes into consideration the expected level of achievement associated with each programme learning outcome and the evidence generated through the courses mapped to that outcome. The general benchmark provides a consistent reference point across the multidisciplinary programme, while the programme-level analysis allows the achievement of individual PLOs to be considered in relation to their respective assessment evidence. The institution has also indicated that

benchmarks are subject to periodic review and adjustment based on accumulated assessment evidence and the experience of programme implementation. This approach provides an appropriate basis for monitoring learning-outcome achievement and further refining the assessment system.

Academic, scientific and visiting staff involved in the programme are familiar with the learning-outcome assessment methodology and their respective roles in the assessment process. Staff participation in curriculum development, course-level assessment, curriculum mapping and programme-level review provides practical experience in applying learning-outcome assessment methods. The involvement of teaching staff in the regular review of assessment methods and teaching materials further supports a shared understanding of the relationship between course-level assessment and programme learning outcomes.

Staff are also supported in the elaboration, measurement and analysis of learning outcomes through the University's quality-assurance mechanisms and programme-level academic processes. Professional development opportunities, internal discussions and periodic review of teaching and assessment practices enable staff to further develop their competence in learning-outcome formulation, assessment methodology and interpretation of assessment results. This institutional support contributes to consistency in the application of learning-outcome assessment across the programme.

The results of learning-outcome evaluation are communicated through the programme's established quality-assurance and stakeholder-engagement mechanisms. Students are informed of relevant changes resulting from the analysis of assessment results, while academic and visiting staff participate in the review and discussion of assessment findings and related programme improvements. Relevant results and improvement measures are also incorporated into programme monitoring and self-evaluation processes, providing an appropriate basis for informing other stakeholders, including alumni and external representatives, about the outcomes of programme evaluation and the actions undertaken in response.

The programme has established a systematic mechanism for measuring each programme learning outcome. Curriculum and goal-outcome mapping identifies the courses contributing to the achievement of each PLO, while the assessment activities within those courses generate direct evidence of students' achievement. The relevant assessment results are subsequently considered at programme level, enabling the programme to monitor the achievement of individual learning outcomes, identify areas requiring attention and determine appropriate improvement measures. Indirect evidence and stakeholder feedback provide additional contextual information for interpreting the results. This combination of curriculum mapping, direct assessment, indirect evidence, stakeholder feedback and programme-level analysis provide a comprehensive basis for evaluating each programme learning outcome.

The programme is transparent about the implementation stage of the revised programme and the timing of its full assessment cycle. The first complete cycle is expected in the following spring semester and will subsequently be reflected in the three-year self-evaluation report. At the same time, the assessment mechanisms are already operational, and the evidence available from the implementation period demonstrates that assessment results are being collected, analysed and used for programme improvement. The completion of the full cycle will therefore provide an additional opportunity to consolidate and further evidence the effectiveness of an already established system.

The programme has established and implemented a comprehensive and systematic learning-outcome assessment framework. The framework is cyclical, linked to curriculum and goal-outcome mapping, employs diverse direct and indirect assessment methods, incorporates defined benchmarks, involves relevant internal and external stakeholders, supports staff engagement and professional development, and provides mechanisms for communicating and using evaluation results. Importantly, assessment evidence is connected to programme-level analysis and improvement activities, demonstrating that learning-outcome assessment forms an integral part of the programme's quality-assurance and continuous-improvement system. The institutional quality-assurance mechanisms further reinforce the sustainability and effectiveness of this approach.

Evidences/Indicators

- Educational programme in European Studies;
- Formation and assessment of learning outcomes of the educational program;

- o Educational programme maps;
- o Analysis of learning outcomes;
- o Learning outcomes assessment mechanism;
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

1.4. Structure and Content of Education Programme

The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

The programme was developed and revised in accordance with the University's established rules and procedures for educational programme development and in compliance with the requirements of the applicable Georgian legislation governing higher education, namely Order №3 of the Minister of Education and Science of Georgia "On Approval of the Rule of Calculation of Higher Education Programmes with Credits" and the law of Georgian "On Higher Education" and the European Credit Transfer and Accumulation System (ECTS).

The programme structure, workload and credit allocation follow the applicable national requirements, with one ECTS credit corresponding to the workload defined by the ECTS system and the overall programme workload distributed appropriately across the programme duration. The reduction of the programme from 240 to 200 ECTS and from four to three years was undertaken within the applicable regulatory framework and was accompanied by a corresponding review of the curriculum structure, learning outcomes, course content and student workload. The resulting structure of 130 mandatory, 40 elective and 30 free-study ECTS provides an appropriate balance between compulsory learning, student choice and individual academic interests.

The programme development process followed the University's established methodology and involved a programme working group comprising academic and visiting staff, quality-assurance representatives, students and potential employers, followed by faculty- and university-level review. Employer surveys and focus groups were also used to identify programme strengths and areas for improvement and to inform the redesign. This provides clear evidence of a collaborative and evidence-informed approach to programme development and demonstrates the active involvement of relevant stakeholders in the design and revision process.

The programme development and revision process also takes into consideration developments in the relevant academic fields, new research findings and contemporary scientific achievements. The interdisciplinary structure of the programme requires the regular integration of developments from European history, law, economics, political science and related social-science disciplines. The review of course content, literature, research resources and learning outcomes forms part of the programme development process and ensures that the curriculum reflects current academic knowledge and contemporary approaches to European Studies. The use of current academic literature and international scientific databases, together with the involvement of academic and visiting staff engaged in research, further supports the incorporation of recent scholarship and modern scientific perspectives into programme content.

The content, volume and complexity of the programme are appropriate for its level and objectives. The revised programme retains its interdisciplinary conceptual structure while providing a more focused three-year, 200-ECTS curriculum. It is explicitly designed to develop broad knowledge and practical research skills in European history, law, economics, politics and state organisation. The distribution of mandatory, elective and free-study components provides students with both a coherent academic foundation and meaningful opportunities to pursue individual academic interests. The programme demonstrates good internal structural coherence: introductory and general theoretical courses precede research-methodology training, after which students develop more specialised knowledge in history, law, economics and politics. Course prerequisites have been deliberately established where necessary, ensuring that students acquire the relevant knowledge and competencies before progressing to subsequent components..

The individuality of the programme is particularly well demonstrated through its interdisciplinary character. European Studies is explicitly conceptualised as the study of Europe through several complementary social-science disciplines, and the programme integrates law, economics, politics, history and related fields rather than treating these areas as isolated components. The integration of previously separate courses into broader interdisciplinary courses further reinforces this distinctive structure and supports the development of a comprehensive understanding of European political, social, legal and economic processes. The structure and content are also appropriately aligned with the qualification and programme learning outcomes.

The programme's international dimension is clearly embedded in both its subject matter and curriculum structure. As a programme in European Studies, its academic focus is inherently international and transnational, addressing European political, legal, economic and historical developments and the interaction between European states and institutions. The curriculum includes European Union-related content and provides students with opportunities to study relevant subjects through courses offered in Georgian and English. The use of international academic literature and scientific resources, together with the programme's interdisciplinary treatment of European developments and institutions, further supports its international orientation. At the level of programme design, the international dimension is therefore not limited to individual courses but constitutes an integral feature of the programme's academic identity and intended learning outcomes.

The programme learning outcomes correspond appropriately to the relevant higher-education level and qualification, while the programme structure provides the interdisciplinary knowledge and research skills necessary for their achievement. The learning outcomes require students to demonstrate interdisciplinary analysis, research skills, policy-oriented thinking and autonomous learning, all of which are supported by the structure and sequencing of the curriculum. The integration of European and international perspectives throughout the programme further reinforces the alignment between the programme's content, its international orientation and its intended learning outcomes.

The programme and information concerning its structure, objectives, learning outcomes, curriculum, courses and other relevant academic characteristics are made publicly available through the University's established communication channels. Relevant programme information is accessible to students, prospective students and other interested stakeholders through the University's website and other institutional information resources. This ensures transparency and allows stakeholders to familiarise themselves with the programme before and during their engagement with the institution. The availability of programme information is complemented by the University's established mechanisms for communicating programme-related changes and developments to relevant stakeholders.

Stakeholder involvement in programme development is particularly strong. The development process included academic and visiting staff, students, potential employers, quality-assurance personnel and programme management, while employer surveys and focus groups provided additional external perspectives that informed the redesign. The programme was subsequently reviewed at faculty and university levels, providing additional layers of academic and institutional oversight. This multi-level and participatory approach ensures that the programme reflects academic requirements, student needs, labour-market expectations and institutional priorities.

Evidences/Indicators

- o Educational programme in European Studies;
- o Programme Syllabi;
- o Programme Support Committee, Faculty and Academic Council Meeting Minutes;
- o Resolution -On Approval of the Procedure for Planning, Elaboration, Evaluation and Development of Educational Programmes of Ivane Javakhishvili Tbilisi State University
- o Educational Programme Maps;
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>1.4 Structure and Content of Educational Programme</u>	Complies

1.5. Academic Course/Subject

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

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

The learning outcomes of individual courses are clearly aligned with the programme learning outcomes and collectively address the programme's knowledge and understanding, skills, responsibility and autonomy learning outcomes. The programme and course learning-outcome correspondence maps, together with the provided materials and the responses on the interview sessions, provide evidence of systematic alignment between course-level and programme-level outcomes, while the reviewed course syllabi demonstrate how theoretical, practical and methodological courses contribute to the achievement of specific programme learning outcomes. The structure therefore provides a coherent progression from individual course learning outcomes to the overall programme learning outcomes.

The content of each course is appropriately aligned with its respective learning outcomes, and the allocation of ECTS credits, contact hours and independent-study hours is determined in accordance with the scope, content, complexity and expected learning outcomes of the individual course. The workload distribution is therefore not uniform across courses but reflects the specific learning activities required to achieve the intended outcomes. Courses with a stronger theoretical orientation appropriately provide greater emphasis on contact-based learning and guided academic work, while practical and methodological courses allocate a substantial proportion of the workload to independent study, applied tasks, research activities and project-based work.

For example, methodological courses include substantial independent-study components through which students are expected to undertake mini-projects, analyse academic sources and apply research methods. This workload distribution is directly connected to the intended learning outcomes related to research, analytical and methodological skills. Conversely, courses primarily focused on developing foundational theoretical knowledge provide an appropriate balance of contact hours and independent learning activities directed towards acquiring, understanding and critically engaging with the relevant concepts. Practical and applied courses similarly combine classroom instruction with activities through which students can demonstrate the practical application of acquired knowledge and skills. The reviewed syllabi therefore demonstrate that ECTS allocation and the division between contact and independent-study hours correspond to the learning activities necessary for achieving the specified course learning outcomes.

The systematic relationship between workload and learning outcomes is further supported by the course syllabi, which specify the learning outcomes, course content, teaching and learning methods, student workload and assessment components. This enables the appropriateness of the allocated ECTS and workload to be considered in relation to the actual academic activities required from students. The site-visit further confirmed that the workload arrangements are realistic and appropriate and that students and staff consider the distribution of contact and independent-study activities adequate for successful completion of the respective courses.

The programme also ensures that every course learning outcome is assessed. This is demonstrated through the reviewed course syllabi and curriculum mapping, which establish a direct relationship between each course learning outcome and the assessment activities used to measure its achievement. Assessment methods, components and criteria are specified within the syllabi, allowing the achievement of individual course learning outcomes to be determined through appropriate forms of evidence. Depending on the nature of the outcome, assessment may include examinations, written assignments, presentations, projects, practical activities, simulations, discussions, essays and other appropriate assessment tasks. Thus, assessment methods are selected according to the type of knowledge or competence reflected in the respective learning outcome.

The correspondence between course learning outcomes and assessment activities also ensures that assessment is comprehensive rather than concentrated on only selected outcomes. The reviewed syllabi demonstrate that the learning outcomes are translated into assessable student activities and that the assessment criteria provide a basis for determining the extent to which the intended outcomes have been achieved.

The curriculum mapping process further supports this conclusion by demonstrating how individual course learning outcomes contribute to the relevant programme learning outcomes and where these outcomes are introduced, developed and reinforced throughout the curriculum. Consequently, the assessment of course learning outcomes generates evidence that can subsequently be considered at programme level, ensuring coherence between course-level assessment and the overall evaluation of programme learning outcomes.

The learning resources supporting the courses are appropriate, relevant and sufficiently current. The reviewed syllabi incorporate contemporary scholarly literature and research findings, including foreign-language academic sources, and students have access to extensive international scientific databases and specialised resources, including EBSCO, Cambridge Journals, Oxford Journals, JSTOR, Web of Science, ScienceDirect, EUR-Lex, Eurostat and other relevant academic databases. These resources provide students with access to current international scholarship and support the development of both course-specific and programme-level learning outcomes, particularly those related to research, critical analysis and engagement with contemporary developments in the field.

Evidences/Indicators

- o Educational programme in European Studies;
- o Programme Syllabi;
- o Programme Learning Outcomes Assessment;
- o University's Library and Scientific Library Websites;
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Complies

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

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

2.1 Programme Admission Preconditions

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

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

The admission requirements and procedures for the Bachelor's Programme in European Studies are defined within the Georgian national regulatory framework and TSU's institutional admission procedures. Applicants holding a certificate confirming completion of general education, or an equivalent qualification, may enter the programme on the basis of the results of the Unified National Examinations. The programme also provides for admission through mobility and, where applicable, transfer from a recognised foreign higher education institution in accordance with the decisions and procedures established by the relevant Georgian authorities. The panel considers these admission arrangements to be transparent and appropriate for a Bachelor's programme. The requirements are publicly available through the programme documentation, the university and faculty websites and the university's programme catalogue. The Self-Assessment Report indicates that the catalogue and associated statistical information are updated annually by the University's Public Relations Department and Quality Assurance Service.

The admission requirements are also logically connected to the nature and level of the programme. As a broad interdisciplinary Bachelor's degree, the programme does not establish additional programme-specific entrance

examinations or selection procedures beyond the national admission framework. The programme documentation indicates no additional admission conditions.

During the review, the panel found no evidence that the admission procedures constitute an obstacle to achieving the programme learning outcomes. Rather, the programme relies on the national admission system to establish the baseline knowledge and competencies of entrants, while the curriculum progressively develops the disciplinary, analytical, research and transferable skills expected from graduates.

The panel also notes that the programme is currently primarily oriented towards the local employment market. The programme documentation indicates that there are presently no structured plans to recruit foreign students, although additional English-language courses are being prepared as part of the programme's internationalisation efforts. Overall, the admission framework is appropriate, transparent and publicly accessible, and is consistent with the level and objectives of the programme.

The planning of student intake is conducted within the University's broader institutional methodology for determining student contingents. This methodology combines an analysis of historical and current student data with an assessment of the University's capacity to provide appropriate teaching and support services.

For the Bachelor's Programme in European Studies specifically, the available quantitative data indicate sustained and increasing demand, with the number of applicants rising from 569 in 2023 to 621 in 2024 and 637 in 2025. The number of enrolled students also increased from 59 in 2021 to 75 in 2024 and 77 in 2025.

Overall, the panel considers that TSU has an established institutional methodology for planning student intake, based on multiple quantitative and qualitative indicators and linked to resource capacity and strategic priorities. The methodology provides an appropriate basis for determining admission numbers. However, the panel notes that the programme-level application of this methodology is not described in sufficient detail in the Self-Assessment Report. Greater transparency regarding how the institutional methodology is translated into the annual admission target for the European Studies programme, including the specific indicators and assumptions used to determine the programme's planned intake, would make the planning process more transparent and easier to evaluate.

Evidences/Indicators

- o Self-evaluation report
- o Bachelor's Degree Programme Description, Annex N1.
- o TSU Educational Programme Catalogue.
- o TSU website.

Recommendations:

- o None.

Suggestions for the Programme Development

- o The programme may consider whether specific language-related expectations should be made more explicit for applicants to particular English-taught components. This could be particularly relevant if the programme subsequently expands, develops admission to international students, which is fairly achievable given its fairly high scientific and academic level.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

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

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

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

The programme demonstrates compliance with the standard requirements for the development of practical, scientific, and transferable skills. This assessment reflects the strong alignment between the programme's learning outcomes, teaching and learning approaches, and collaborative learning environment. The intended learning outcomes integrate discipline-specific knowledge with a broad range of transferable competences, equipping graduates with a solid academic foundation alongside skills that are readily applicable across diverse professional settings. The teaching and learning methods consistently encourage students to apply theoretical knowledge in practice, fostering analytical thinking, effective communication, research competence, and problem-solving abilities. The programme is further strengthened by well-established institutional partnerships and an international learning environment, which together enhance the practical relevance of the curriculum and contribute to graduates' employability. Particularly noteworthy is the extensive use of practical workshops, field visits, and case-based learning, providing students with valuable opportunities to engage in simulations, applied research, and policy-oriented analysis while effectively bridging the gap between theory and practice. Rather than simply acquiring knowledge, students are encouraged to question assumptions, compare perspectives, and strengthen their independent analytical thinking. Research methodology and analytical writing are therefore viewed as key competencies throughout the programme.

Students are expected to engage intensively with academic literature and conduct independent research. Research and analytical skills are primarily assessed through: essays, analytical reports, written assignments, examinations requiring critical analysis rather than factual recall. The interviewee noted that assessment focuses not only on students' knowledge but also on their ability to construct well-reasoned arguments supported by evidence.

Evidence obtained from the programme documentation and stakeholder interviews indicates a consistently high level of employer satisfaction with the programme and its graduates. Students are selected for internship placements primarily on the basis of academic merit, with preference given to those achieving higher GPAs. Approximately 20 students participate in each internship cycle. Students are recruited through two parallel mechanisms: an open public call; nominations received under the Memorandum of Understanding with the university. Following the internship, host conduct a formal assessment of students' performance and submit feedback to the university.

The Bachelor's Programme in European Studies occupies a distinctive position through its long-standing cooperation with the legislative branch of the country. Until March 2025, this collaboration was formalized through a Memorandum of Understanding with the Research centre of the Parliament of Georgia. Although the Research centre has since been abolished, cooperation with the Parliament continues, and the university plans to update the Memorandum to reflect the new institutional arrangements. This partnership enables students to undertake structured internships within the Parliament, providing direct exposure to parliamentary procedures, the legislative process, and the broader functioning of public institutions. Structured internship opportunities are also available through the International Chamber of Commerce in Georgia (ICC Georgia), where students gain practical experience in areas such as international trade, EU regulations, taxation, finance, and policy research. According to the ICC representative, cooperation with the university is intended to attract talented, motivated students at an early stage of their careers and identify "the best of the best" for future professional opportunities. The partnership involves both Bachelor's and Master's students, who participate in placements lasting from several weeks to several months. The organisation noted one particularly successful outcome: one graduate of the MA programme was subsequently employed by ICC Georgia, and the organisation expressed high satisfaction with the graduate's performance. Finally, while there is no formal memorandum of understanding with the Ministry of Foreign Affairs, the Ministry remains actively engaged in cooperation with the university. Although there are no quotas for students from this programme, graduates are perceived to have a competitive advantage due to both the programme's reputation and the university's standing. Consequently, students

demonstrate strong employability across multiple sectors, particularly within the civil service. This outcome is further reinforced by the programme's emphasis on research competencies and institutional support mechanisms, including job fairs.

Cooperation with international organisations is taking place through the Global Campus of Human Rights, of which the university has been a member since 2013. The Global Campus brings together around 100 leading universities worldwide together with international organisations. Within this framework, the university is part of the Caucasus Hub, coordinated by Yerevan State University since 2013. Through this network, the university hosts EU scholarship students, and these modules form part of the academic programme. Global Campus facilitates cooperation with the UN High Commissioner for Human Rights, whose representatives deliver lectures on human rights. At the local level, the university cooperates with a number of Georgian CSOs, including human rights organisations, organisations working on children's rights, the Public Defender's Office (PHR), and the Georgian Young Lawyers' Association (GYLA). Cooperation also extends beyond human rights to other thematic interest groups. However, opportunities for structured internships within civil society organisations (CSOs) and international organisations remain somewhat limited, due to lack of formal Memoranda of Understanding (MoUs) with these partners.

The programme has adopted a flexible approach to establishing formal partnerships. Cooperation may be initiated either by external or emerge through thematic working groups, international networks, and other established collaborative platforms. Stakeholders are regularly invited to provide feedback on, curriculum development, programme improvement, student competencies, market needs, emerging professional challenges. Several stakeholders also indicated that they contribute to discussions surrounding syllabus development and broader programme improvements, helping ensure that teaching remains aligned with professional practice. Particular recognition was given to Dean of the program (who is as well as Director of the Institute for European Studies at TSU) who was described as highly proactive in collecting feedback from both students and employers. According to the interviewees, she actively seeks information about students' expectations, preferred career paths, and competency needs, while simultaneously consulting employers to understand market requirements. This allows the programme to better align educational outcomes with workplace expectations. Nevertheless, adopting a more systematic approach to partnership development could expand the programme's network of external partners and create additional opportunities for students.

As students advance through the programme, teaching increasingly shifts towards the practical application of theoretical knowledge. In the later stages of study, courses place greater emphasis on interactive learning methods, including debates, case discussions, and other applied exercises that encourage active student engagement. Teaching quality is regularly monitored through anonymous online evaluations completed by students at the end of each semester. Beyond the classroom, the university actively encourages participation in academic conferences, research initiatives, and other extracurricular activities. Students also indicated that their feedback is taken seriously. The program provides several formal and informal channels for dialogue, including meetings with academic staff and the dean, through which students can share suggestions and discuss areas for improvement. According to the interviewees, many students have made use of these opportunities and perceive the communication with the faculty as open and constructive. Additionally, for taken care students well-being, they have access to free psychological counselling services provided by the university. In addition, HEI supports students' well-being by providing free access to psychological counselling services.

The programme curriculum reflects contributions from a diverse group of external stakeholders, including the Ministry of Foreign Affairs, think tanks, and research. Stakeholder input was collected through interviews, consultation meetings, questionnaires, and direct discussions during the programme development process. The university intends to continue this collaborative approach to ensure that the programme remains responsive to emerging market expectations. While these mechanisms provide a solid foundation for continuous improvement, further efforts are needed to broaden the range of internship opportunities available to students, thereby strengthening the practical component of the programme.

The programme's alignment with market needs is further reflected in the employer feedback presented in the self-evaluation report. This positive assessment was reinforced during the site visit, where employers consistently described the programme as well designed, with coherent objectives and clearly articulated learning outcomes. They also expressed a high level of satisfaction with the knowledge and competencies demonstrated by graduates.

In response to the increasing role of artificial intelligence in higher education and the workplace, the programme has also begun to place greater emphasis on promoting the responsible and effective use of AI as a learning and research tool.

At the same time, it was observed that cooperation with employers remains largely informal, relying mainly on individual communication, interviews, and email exchanges. Establishing more structured mechanisms for stakeholder engagement. The programme already benefits from strong relationships with public institutions, employers and other external stakeholders. The panel indeed suggests building on these existing relationships by establishing a more systematic and structured mechanism for their involvement in programme governance and continuous improvement. This could include regular focus groups or consultation at defined stages of the programme review cycle, the implementation of an employer advisory board which could further strengthen the programme's responsiveness to evolving market expectations. At the same time, the panel recognises the rationale for not making a long compulsory internship a formal requirement of the Bachelor's programme.

Nevertheless, given the programme's strong professional orientation and its existing relationships with public institutions and other external partners, the panel suggests exploring additional forms of shorter and structured work-based learning. These could include short professional placements, observation periods, project-based assignments undertaken with external , simulations based on real policy challenges, or other forms of engagement with professional environments. This may also contribute to a strategic objective mentioned during the evaluation visit: make the Bachelor degree even more identifiable as a reference at national scale.

Evidences/Indicators

- o Bachelor's Degree Programme Description;
- o Programme Learning Outcomes and Map of Relevance of Programme Goals and Outcomes;
- o Programme Curriculum and Course Syllabi, including mandatory and elective courses;
- o Learning and Teaching Methodology documentation;
- o Programme Development Regulation / TSU Procedure for Planning, Elaboration, Evaluation and Development of Educational Programmes;
- o Labour Market Survey and employer consultation results;
- o Self-Evaluation Report;
- o Site-visit interviews with programme management, academic and invited staff, students, alumni and employers.

Recommendations:

- o None.

Suggestions for the Programme Development

- o Establish a regular and structured feedback mechanism to further strengthen communication with employers, for example, through periodic focus groups or annual consultations. As well as establishing of a mechanism of permanent communication for assessing market needs with the potential employers (International, NGOS and Public sector) at least once a year in order to inform the student support.
- o The HEI should consider introducing more options of structured optional internship component with civil society organisations (CSOs) and international organisations through formal partnership agreements.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

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

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

The Bachelor's Programme in European Studies uses a broad range of teaching and learning methods that are generally well aligned with its interdisciplinary character, the level of study and the intended learning outcomes. The programme combines traditional lecture-seminar teaching with more interactive and student-centred approaches. Lecture-seminars remain the principal teaching format, but students are expected to prepare learning materials in advance and actively participate in discussions, debates and analytical activities. The panel considers this approach appropriate for a programme whose learning outcomes place significant emphasis on analytical reasoning, independent judgement and the ability to formulate and defend arguments.

A particularly strong feature is the variety of active learning methods used across the curriculum. The programme documentation made clear it relies on discussion, teamwork, problem-based learning, case analysis, brainstorming, presentations, simulations, mock trials, webinars and blended or distance learning. The precise combination varies according to the learning objectives and disciplinary characteristics of each course.

The use of EU simulations is particularly relevant to the programme's field. Simulations provide students with opportunities to understand EU decision-making and European integration processes through active participation, while also developing oral communication, negotiation, writing and problem-solving skills.

The panel also noted the programme's experience with innovative teaching methodologies developed through the EU Tempus project INOTLES - Innovative Teaching and Learning in European Studies. Through this project, academic staff were trained in Problem-Based Learning, simulation, e-learning and blended learning, and these approaches were subsequently integrated into the Bachelor's programme.

The programme has therefore benefited from a sustained process of international exchange and pedagogical development rather than relying exclusively on traditional teaching approaches. The subsequent workshops organised at TSU addressed a broad range of pedagogical approaches, including problem-based learning, case studies, collaborative and project-based learning, business games and critical-thinking approaches.

The panel further notes that the teaching methods are connected to practical and research-oriented activities. Students are required to prepare presentations, written analyses, case studies and other practical assignments, and they use digital resources and group work in the learning process.

The panel considers the student-centered and interactive dimension of the teaching approach to be a clear and distinctive strength of the programme. It is particularly appropriate for European Studies, where understanding institutional processes, legal frameworks and policy debates requires students not only to acquire knowledge but also to analyse complex situations, discuss competing perspectives and formulate reasoned positions.

The programme also provides for flexibility in teaching and learning. TSU has an established methodology for individual curricula, allowing adjustments to students' individual needs where necessary. Although the Self-Assessment Report does not identify a specific case of an individual curriculum having been implemented within this Bachelor's programme, the institutional mechanism is available.

The panel nevertheless considers that the programme could continue to expand the systematic use of project-based and problem-based learning across the curriculum. This would be particularly valuable in reinforcing the practical and professional dimension of the Bachelor's degree and responding to employers' expectations concerning policy analysis, written communication, teamwork and problem solving.

Evidences/Indicators

- Bachelor's Degree Programme Description and Programme course syllabi;
- Learning and teaching methodology documentation;
- TSU Academic Council regulations;

- o Self-evaluation report;
- o Site-visit interviews with programme management, academic staff and students.

Recommendations:

- o None.

Suggestions for the Programme Development

- o The panel suggests continuing the progressive expansion of problem-based, project-based and simulation-based learning across the programme, particularly where these methods can strengthen the connection between academic knowledge and professional practice.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Complies

2.4. Student Evaluation

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

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

The student assessment system within the framework of the Bachelor's Programme in European Studies is implemented in accordance with the applicable national legislation, university regulations, and established academic procedures. The assessment system is transparent, multi-component, and designed to evaluate the extent to which students achieve the learning outcomes defined for individual courses and the programme as a whole. Student achievement is assessed using a 100-point grading system. The assessment process includes both formative and summative components, such as written and practical assignments, presentations, essays, case studies, midterm examinations, and final examinations. The specific combination and weighting of assessment components vary according to the content, objectives, and theoretical or practical nature of each course. Minimum competency thresholds are established for both midterm and final assessments.

The review of the programme documentation, including course syllabi, demonstrated that assessment methods generally correspond to the intended learning outcomes of the courses. The syllabi contain defined assessment components, criteria, and rubrics that enable the measurement of students' knowledge and relevant practical, analytical, research, and communication skills. The assessment system therefore supports the consistent evaluation of students' academic progress.

The assessment criteria, methods, component weights, and minimum competency thresholds are communicated to students in advance. Course syllabi are available through the university's electronic learning management system. During the site visit, students confirmed that they have access to this information before beginning a course and that lecturers explain the assessment requirements and expectations at the first meeting. Students therefore know in advance which activities they are expected to complete and according to which criteria their work will be assessed.

The interviews also confirmed that assessment is generally conducted fairly and transparently. Students reported that lecturers provide feedback on their academic performance and explain the strengths and areas for improvement in their work. This formative feedback supports students in understanding their mistakes and

improving their subsequent performance. The electronic portal was reported to function effectively and provides students with timely access to syllabi, grades, and other relevant academic information.

Clear procedures are in place for reviewing and appealing examination results. Students are aware of their right to review their assessed work and appeal a grade if they disagree with the evaluation. Requests are submitted through the electronic portal and are considered in accordance with the deadlines and procedures established by the university. If necessary, an appeal commission may be established to reconsider the assessment. The information collected during the site visit confirmed that students know how to use this mechanism and where to apply if they wish to appeal an examination result.

The programme also applies the university's regulations concerning additional examinations. A student who receives an FX grade is entitled to take an additional examination within the period prescribed by legislation and university regulations. These procedures, together with the established minimum competency thresholds, ensure that student achievement is assessed consistently and in accordance with the applicable requirements.

Assessment of the Bachelor's thesis consists of two components: an evaluation of the content and formal aspects of the written thesis and its public defence. The written component assesses, among other aspects, the relevance and structure of the thesis, literature review, research methodology, analytical skills, conclusions, independent reasoning, academic writing, and citation techniques. During the public defence, students are assessed on their knowledge of the topic, ability to analyse and argue, communication skills, and ability to defend their position and respond to questions. Predetermined assessment criteria and minimum thresholds are established for both components.

Academic integrity is addressed through the university's relevant regulations and plagiarism-prevention mechanisms. A Bachelor's thesis may be admitted to public defence only after its compliance with academic integrity requirements has been confirmed. Plagiarism may result in an unsatisfactory assessment in accordance with the applicable procedures.

During the site visit, academic staff also discussed the challenges associated with students' use of artificial intelligence in completing assignments. Lecturers demonstrated awareness of the need to adapt teaching and assessment approaches to these developments. They indicated that they plan to place greater emphasis on analytical assignments, classroom-based written work, discussion, argumentation, and other activities that allow lecturers to evaluate students' individual knowledge and reasoning more directly. They also intend to further develop the content and delivery of lectures to encourage active engagement and independent thinking.

This planned approach is relevant and timely. However, while in-class assignments may help verify students' individual performance, the programme should also promote the responsible, transparent, and ethical use of artificial intelligence rather than addressing the issue only by restricting its use. Clear programme-level guidance on permitted and prohibited uses of AI, disclosure requirements, academic integrity, and the appropriate verification of students' independent work would further strengthen the reliability and validity of the assessment process.

Overall, the evidence presented in the Self-Evaluation Report, the supporting documentation, and the information collected during the site visit confirm that student assessment is carried out in accordance with established procedures. The assessment system is transparent, accessible, and generally aligned with the programme's learning outcomes. Students are informed in advance about assessment requirements, receive feedback on their performance, and are aware of the procedures for reviewing and appealing their grades. The programme therefore complies with the requirements of this component of the standard

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programme;
- Course Syllabi;
- Electronic Learning Platforms;
- Statute on Student Status;
- Statute on Conducting Examinations;
- Guide To Academic Writing Style;

- o Research Ethics Policy Statute;
- o University Website;
- o Site Visit.

Recommendations:

- o None.

Suggestions for the Programme Development

- o It is suggested that the programme develop clear and consistent guidance for the use of artificial intelligence in teaching, learning, and assessment. The guidance should define acceptable and unacceptable uses of AI, establish appropriate disclosure requirements, and help academic staff design more analytical, authentic, and classroom-based assessment activities that reliably demonstrate students' individual achievement of learning outcomes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Complies

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

The Self-Evaluation Report describes a comprehensive student support system at Tbilisi State University (TSU). Students can obtain relevant information through the university and faculty websites, the faculty dean's office, the Department of Educational Process Management, the Quality Assurance Department, and other responsible structural units. The faculty website also provides a detailed catalogue of educational programmes.

Students have access to personal online accounts within the electronic learning management system, where they can view their schedules, grades, course-related information, and lecturers' contact details. Academic staff members also provide individual consultations according to established consultation schedules.

To support the academic integration of newly enrolled students, the university organises orientation meetings and activities during the academic registration period. During these meetings, students are introduced to the main aspects of the educational process and receive support from university representatives, including members of the student self-government.

The interviews confirmed that students are generally well-informed, receive timely and detailed information, and benefit from a high level of support from the programme administration and academic staff. All students

currently enrolled in the programme are Georgian citizens. Students particularly highlighted the direct and continuous support provided by the programme leadership, including individual assistance with application procedures, documentation, and participation in various academic opportunities.

The university operates a Student Services and Career Development Centre, which is responsible for supporting students' and graduates' career development and employment. The Centre shares information about employment opportunities, internships, scholarships, career events, and other professional development activities. Students are informed about and encouraged to participate in local and international projects, scientific conferences, exchange programmes, and mobility opportunities. The interviews confirmed that students have participated in international mobility programmes. In addition, three students are expected to participate in mobility activities from the next academic year. The programme leadership provides students with direct guidance and practical assistance throughout the application and participation processes.

Overall, the programme provides an effective and student-centred support environment. Students have access to academic consultation, administrative guidance, international mobility opportunities, and career-related information. Nevertheless, a more strategic, visible, and proactive approach by the Career Development Centre—particularly in facilitating internships, direct employer engagement, and individual career support—would further enhance the existing student support system.

Evidences/Indicators

- o Statute of Tbilisi State University;
- o Regulations Governing the Educational Process;
- o Educational Programme and Relevant Syllabi;
- o Regulations of the Relevant Student Support Services;
- o Statistical Information on Student Mobility and Participation in International Opportunities;
- o Electronic Learning Management System;
- o Self-Evaluation Report;
- o University and Faculty Websites;
- o Site Visit.

Recommendations:

- o None.

Suggestions for the Programme Development

- o It is suggested that the Student Services and Career Development Centre adopt a more structured, visible, and proactive approach to student engagement. This could include regularly organising career workshops, employer networking events, thematic panel discussions, mentoring activities, and individual career consultations. Information about these services and opportunities could also be communicated through diverse channels, including email, social media, interactive platforms, and face-to-face meetings.
- o It is suggested that the programme formalise its existing good practices in supporting students participating in international mobility by providing clearly documented guidance on application procedures, credit recognition, accommodation, pre-departure orientation, financial and administrative matters, and ongoing support during the mobility period.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>3.1 Student Consulting and Support Services</u>	Complies

3.2. Master's Student Supervision

A scientific supervisor provides proper support to master's student to perform the scientific-research component successfully.

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

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

Not applicable.

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

4. Providing Teaching Resources

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

4.1 Human Resources

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

➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The human resources available for the Bachelor's Programme in European Studies appear broadly appropriate to its interdisciplinary profile, student population and intended learning outcomes. The programme is supported by a combination of academic, scientific and invited staff, with mechanisms in place for assessing qualifications, planning staffing needs and monitoring staff involvement.

The programme has two Heads with long-term professional experience in the relevant fields. According to the programme documentation, their selection is based on their knowledge, professional experience and qualifications, and they possess the competences considered necessary to achieve the intended programme outcomes. Their professional engagement extends beyond the university and includes involvement in governmental, private and non-governmental structures in the relevant fields. This provides the programme leadership with both academic and practical expertise relevant to the interdisciplinary and professionally oriented nature of European Studies.

The programme documentation provides more specific evidence of the Heads' involvement in programme development and quality enhancement. The Programme Director is responsible for organising the programme development process and, together with the programme team, prepares the internal self-evaluation report and identifies opportunities for programme development. The Programme Director also participates directly in programme evaluation, including monitoring the results of individual course evaluations in cooperation with the Quality Assurance Service. Programme analyses and self-evaluation reports are subsequently submitted to the Programme Support Committee and the Faculty Council, which considers and decides on proposed programme changes. This demonstrates that programme leadership is directly involved in the programme's continuous development and evaluation rather than being limited to an administrative or supervisory function.

The programme is also developed and implemented through the active involvement of the wider academic team and external stakeholders. Academic and invited staff participate in programme development, evaluation of implementation and the preparation of changes, alongside students, graduates and employers. The development of the Bachelor's programme within the EU-funded Jean Monnet EUStBA project involved representatives of four TSU faculties' Quality Assurance Services and the Central Quality Assurance Service, academic staff, students and graduates, as well as representatives of governmental and legislative authorities, the EU Delegation, EU Member States' embassies, the EU Monitoring Mission, donors, NGOs, business and Members of the European Parliament. The involvement of partner universities, including Ghent University, the University of Westminster, Collegium Civitas, Queen's University Belfast and other international partners, further contributed to the programme's development and international orientation.

The academic competence of staff is supported by TSU's recruitment and qualification-assessment mechanisms. Academic staff are selected through an open and competitive procedure involving internal and external experts, based on defined criteria and a scoring system. Where appropriate, candidates are required to give a simulation lecture, allowing their teaching competence to be assessed in practice. Following recruitment, contracts specify staff responsibilities in teaching and research, including student consultation. TSU also applies formal procedures for assessing the compliance of staff qualifications with qualification requirements, teaching functions and research responsibilities.

The panel therefore considers that the programme leadership demonstrates relevant subject knowledge, professional experience and programme-development competence, and that there is clear evidence of the Programme Director's personal involvement in programme development, monitoring and evaluation. The involvement of the programme leadership in the wider implementation and quality-enhancement processes is further supported by the participation of academic and invited staff in programme delivery and development.

The programme adequately involves 34 academic, scientific and invited staff for 143 enrolled students. The academic component comprises 13 academic staff: two professors, ten associate professors and one assistant professor, with 12 affiliated academic staff.

The programme is supported by four administrative staff members based at the TSU Institute of European Studies. The expert panel considers this number sufficient for the student contingent. This represents dedicated administrative capacity rather than reliance solely on general university-level administrative services.

The administrative responsibilities are distributed between the Faculty of Law and the TSU Institute of European Studies. At faculty level, programme administration involves the Dean, Assistant Dean, Head of the Quality Assurance Service and Quality Assurance Service Specialist. Administrative staff also contribute to the practical management of the programme, including the implementation of the semester-based workload scheme for academic, scientific and invited staff. Workloads are entered into the electronic education-management system within the prescribed deadlines and are synchronised with the Human Resources Management system, providing a structured mechanism for monitoring staff deployment.

The programme is also supported by appropriate administrative infrastructure. The Institute provides dedicated offices and administrative equipment, including computers, internet access, printing facilities and an electronic document-management system. The programme documentation further indicates that the qualifications of personnel involved in the implementation and administration of the programme are verified through their personal files. This provides an institutional mechanism for ensuring that staff assigned to the programme meet the applicable qualification requirements.

However, the panel notes that the documentation provides much more detailed evidence concerning the number and organisational position of administrative staff than concerning their individual qualifications and specific competences. While the four-person administrative structure appears adequate in quantitative terms and the institutional arrangements clearly define administrative responsibilities, the available documentation does not provide sufficiently detailed individual evidence (e.g. qualifications, professional profiles or specific competences) to allow the panel to assess each administrative/support staff member separately. This should therefore be distinguished from the much more extensively documented qualification assessment of academic staff.

The panel considers that the programme has an appropriate human-resource structure, with experienced programme leadership, a substantial and diverse academic and invited teaching team, and dedicated administrative support. The Programme Heads demonstrate relevant professional and subject expertise and are directly involved in programme development, monitoring and evaluation. The ratio and composition of teaching staff are supported by a formal institutional staffing-planning methodology, while the four administrative staff provide dedicated support to programme delivery. At the same time, the evidence base is stronger for academic personnel than for administrative and support personnel. In particular, while the number and organisational positioning of administrative staff are clearly established, more detailed information on their individual qualifications and competences would provide stronger evidence of compliance with this aspect of the standard. Lastly, the number of affiliated staff among all types of persons engaged in the programme could be consolidated.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	13	13	13	12
- Professor	2	2	2	2
- Associate Professor	10	10	10	10
- Assistant-Professor	1	1	1	0
- Assistant	0	0	0	0
Visiting Staff	20	20	?	0
Scientific Staff	11	11	?	0
Including International Staff	2	2	?	0

* There are in total 22 staff holding PhD degree.

Evidences/Indicators

- o Documents confirming the qualifications of academic and visiting personnel – Annex N5.
- o Academic and visiting personnel contracts – Annex N2.
- o Site-visit interviews with programme management and academic staff.
- o Self-evaluation report.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Complies

4.2 Qualification of Supervisors of Master's Students

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

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

Not applicable.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff

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

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

Number of supervisors of Master's thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The documentary evidence and the findings of the site visit confirm that the evaluation of programme staff is conducted systematically and regularly and that the results of teaching and research activities are evaluated through established institutional mechanisms. The institution also conducts and analyses staff satisfaction and performance-related feedback and uses the results as part of its quality-enhancement and staff-development processes.

The evaluation system is supported by institutional regulations and procedures, ensuring that the performance of academic, scientific and invited staff is assessed through both teaching and research-related indicators. Teaching performance is evaluated through student feedback, while research performance is monitored through annual reporting, scientific productivity indicators, grant activity and publication records. The documentary evidence and site visit confirmed that these evaluation mechanisms are implemented in practice and that their results are actively considered in the further professional development of staff.

The institution provides extensive opportunities and appropriate conditions for the professional and scientific development of programme staff. These include institutional and international training, workshops, conferences, research projects, exchange programmes, study visits, access to international scientific databases and

opportunities for publication. The evidence also confirms that evaluation results are taken into consideration when determining professional-development needs and providing relevant support to staff. The site visit further confirmed that staff are aware of and actively use the available professional-development mechanisms.

The institution demonstrates a strong commitment to the participation of academic and scientific staff in international projects, research activities and conferences. Participation in Jean Monnet, Tempus and other international projects has contributed not only to the academic and research development of staff but also to the introduction of innovative teaching and learning approaches within the European Studies programmes. The participation of staff in international conferences, exchange programmes and study visits further strengthen the international dimension of professional development.

The institution also fully meets the requirement concerning the development of staff competences in e-learning, distance teaching and assessment. The documentation confirms training in Moodle, electronic teaching materials, digital assessment tools, Turnitin and artificial intelligence in teaching and learning. The site visit confirmed that staff are familiar with and capable of applying relevant digital and innovative teaching methods in the implementation of the programme.

Evidences/Indicators

- o TSU Strategic Development Plan (2024-2031);
- o Resolution on Approval of the Rules for the Evaluation of Educational and Scientific-Research Activities of LEPL-Ivane Javakhishvili Tbilisi State University;
- o Report on the Evaluation of Scientific-Research Activities of the Faculties of Tbilisi State University and its Affiliated Research Institutes;
- o TSU Quality Assurance Service Training Calendar;
- o Self-evaluation report;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>4.3 Professional development of academic, scientific and invited staff</u>	Complies

4.4. Material Resources

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

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

Based on the self-assessment, as well as the submitted documents and interviews with students, alumni and library staff, it is clear that highly sufficient University infrastructure and material-technical resources are available to the students of the programme without any restrictions to achieve the learning outcomes. Mandatory

literature defined by syllabi and other resources, electronic or hard copies, are available; E-learning platforms are used for that purpose extensively. On electronic platforms syllabuses and spreadsheets are posted, including assessment.

The library offers individual and group training session to equip students with necessary skills in order to navigate in an electronic scientific database; The educational literature presented in the courses is available at the University's Institute of European Studies, Faculty of Law, as well as at the TSU Library and TSU Scientific Library, as well as on the e-learning website. Since the academic literature discusses new research in the field, students will have the opportunity to search for them for the educational process, as well as for their own research work, in scientific electronic databases: EBSCOHost, Cambridge Journals Online, Oxford Journals Collection, Encyclopaedia Britannica, Royal Society Journals Collection, IMF eLibrary, Massachusetts SAGE Publications, Jstor, EconLit, EconBiz, IOP Publishing, Elsevier Science Direct, Web of Science, EUR-Lex, European Sources Online (ESO), Eurostat, CEEOL (Central and East European Online Library), Open Research Europe, DOAJ (Directory of Open Access Journals), DART-Europe-E-theses Portal, etc., which can be accessed via university e-mail not only at the university, but also outside of it. The university provides students with access to scientific electronic databases.

During the visit, inspection of books and materials took place based on random sampling and all the requested literature was acquired. Following the natural disaster that affected Tbilisi in July, the library located in the second building of Tbilisi State University (TSU) sustained damage. Despite the ongoing repair works, the university promptly implemented temporary measures to ensure uninterrupted access to the required literature and learning resources, allowing students to continue their studies without significant disruption.

Evidences/Indicators

- o Self-Evaluation Report;
- o Bachelor's Degree Programme Description;
- o Programme Course Syllabi;
- o Annex 13 – Information on Material and Technical Resources;
- o Site-visit observation of the material and technical resources, including the library;
- o Interviews with students, alumni, programme management and library staff.

Recommendations:

- o None

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The financial management of Ivane Javakhishvili Tbilisi State University is carried out within the framework of the national legislation and the internal regulations of the university. According to the Self- Assessment Report, the University budget is developed in cooperation with faculties, other structural units, scientific-research institutes and the National Scientific Library, based on their identified needs and institutional priorities.

The financial provision of the Bachelor's Programme in European Studies is ensured through the budgets of the University, the Faculty of Law and the Institute of European Studies. The allocated financial resources are intended to support the implementation and development of the programme, including the maintenance and updating of material and technical resources, acquisition of relevant literature, organisation of student scientific conferences and other academic activities, as well as publication of academic and teaching materials. Since the implementation of the interdisciplinary programme involves staff from four faculties, its financing is integrated into the respective institutional and faculty-level financial arrangements.

The Self-Assessment Report presents information on the overall TSU budget and the Faculty of Law budget for 2021-2025. According to the information provided, the Faculty of Law budget increased from GEL 4,544,901 in 2021 to GEL 5,561,620 in 2025. The presented expenditure categories include salaries, remuneration of personnel, business trips, acquisition of books, and funding for student exchange programmes, scientific conferences, mock trials and other activities. However, the expert panel identified inconsistencies between the financial data presented in the Self- Assessment Report and the figures provided in the separately submitted Budget. While some figures coincide, a number of annual allocations and individual expenditure categories differ. For example, the Self-Assessment Report indicates a Faculty of Law budget of GEL 5,170,693 for 2024 and GEL 5,561,620 for 2025, whereas the respective planned amounts in the submitted budget file are GEL 5,184,862 and GEL 5,554,620. Differences are also observed in several expenditure categories, including personnel-related expenses, business trips and other programme-related expenditures. Therefore, although the submitted documentation demonstrates the availability of institutional financial resources, the financial information presented across the supporting documents is not fully consistent and would benefit from reconciliation and clarification.

In addition to regular institutional funding, the Institute of European Studies is actively involved in international grant projects. According to the Self-Assessment Report, such projects provide additional opportunities for students and academic staff, including study and research visits to European universities, involvement of foreign experts, enrichment of library resources with relevant international literature and professional development opportunities for academic staff. The university itself identifies increasing the faculty's budget as an area for improvement and plans to cooperate with governmental bodies, foundations and foreign partners in order to attract additional financial resources and diversify funding sources.

Overall, the documentation confirms that the programme is supported through institutional and faculty- level financial resources, complemented by opportunities arising from external grant funding. The available funding mechanisms provide a reasonable basis for the sustainable implementation of the programme. At the same time, greater consistency and transparency in the presentation of financial data would strengthen the evidence supporting the programme's financial sustainability.

Evidences/Indicators

- o The university self-evaluation report;
- o TSU Law Faculty Budget;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o It is advisable to reconcile the financial data presented in the self-evaluation report with the submitted budget documentation and to ensure a consistent and transparent presentation of programme-related financial allocations, expenditure categories and funding sources.

Evaluation

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

Ivane Javakhishvili Tbilisi State University has established a well-structured internal quality assurance system operating at both central and faculty levels. The University Quality Assurance Service coordinates the work of faculty quality assurance units and applies the PDCA (Plan-Do-Check-Act) cycle to the evaluation and continuous development of educational programmes. Its activities are regulated by institutional documents defining procedures for programme planning, development, evaluation, monitoring, staff evaluation, assessment of educational resources and stakeholder surveys.

The annual reports of the Quality Assurance Service for 2019-2023 demonstrate that internal quality assurance mechanisms are implemented in practice and have gradually developed over time. These mechanisms include collegial programme evaluation, evaluation of programme documentation and syllabi, analysis of students' academic performance, surveys of students and staff, programme committees and simulation of accreditation procedures. The reports also demonstrate substantial institutional experience in internal evaluation: 48 programmes were internally evaluated in 2020, 46 in 2021, 151 in 2022 and 40 in 2023.

The European Studies programme was assessed through cooperation between the programme team, the Faculty Quality Assurance Service and the University Quality Assurance Service. The programme documentation and course syllabi were reviewed against accreditation requirements, while internal peer evaluation and mock accreditation were used to identify gaps and prepare the programme team for external evaluation. Interviews conducted during the site visit confirmed that the mock accreditation was considered useful for critically reviewing the programme and developing the staff's capacity to participate in accreditation processes.

The submitted evidence indicates that institutional questionnaires, programme and course evaluation instruments, statistical indicators and internal peer-evaluation mechanisms are available. Programme staff participates in discussing the information obtained through these mechanisms. The institution also uses student surveys, academic-performance data, employer feedback and comparative analysis of similar programmes. A programme-specific semester survey conducted in 2025 covered 12 courses and provided both quantitative and qualitative feedback. The employer focus group, involving representatives of 15 , also generated programme-specific findings concerning practical skills, policy analysis, research methods, communication, digital literacy and the use of artificial intelligence.

Nevertheless, the actual participation of stakeholders is less systematic than described in the self- evaluation report. During the site visit, students stated that they had not been directly involved in programme development,

although they participated in semester surveys. In particular, students' involvement was mainly limited to completing questionnaires, and their direct and systematic participation in programme-review was not demonstrated. Graduates had likewise not participated directly; however, this is partly explained by the fact that the programme has not yet produced graduates. Employer participation is evidenced through a focus group, but their regular and formally documented involvement in programme committees and internal quality assurance processes requires further development.

Overall, the internal quality assurance system is functional, structured and supported by extensive institutional experience. The identified shortcomings concern primarily the formalisation and documentation of stakeholder participation rather than the existence or general effectiveness of the internal quality assurance system.

Evidences/Indicators

- o The university self-evaluation report;
- o QA Service Reports for 2019-2023;
- o Regulation of the TSU Quality Assurance Service;
- o Procedure for Planning, Development, Evaluation and Improvement of Educational Programmes;
- o Programme committee composition and meeting minutes;
- o Internal peer-evaluation and mock-accreditation mechanisms;
- o European Studies Student Semester Survey, 2025;
- o Employer Focus Group Report, 25 May 2026;
- o Programme learning outcomes assessment document;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o It is suggested that the institution formalise the regular participation of employers and students in the programme committee and internal programme-evaluation processes and document how their feedback is considered in decision-making. Graduates should be included systematically.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

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

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

The programme uses national accreditation, external monitoring and the opinions of external stakeholders as external quality assurance mechanisms. The institutional framework provides for the consideration of findings and recommendations issued by the Accreditation Council, foreign experts, employers, professional and other external stakeholders. The documentation refers to benchmarking against foreign programmes, cooperation with international specialists and the involvement of persons with accreditation-related experience.

Following the programme's accreditation, the institution submitted a report in 2023 concerning the implementation of recommendations. According to the self-evaluation report, the follow-up process resulted in the updating of teaching materials, renewal of memoranda with practice and revision of assessment criteria and rubrics in six courses: Qualitative Research Methods, Quantitative Research Methods, British Politics, Political Systems of European States, Demographic Development of Europe and Introduction to the Economics of European Integration. The programme was also externally monitored within the Jean Monnet project in 2021. Additionally, foreign experts and representatives of partner institutions participated in its development and evaluation.

The 2023 Quality Assurance Service Report indicates that the European Studies programme underwent an extensive collegial development process involving academic staff from four faculties and foreign colleagues, and that the programme was submitted to foreign experts for peer evaluation.

The 2026 employer focus group produced specific recommendations to strengthen practical learning, internships, simulations, project-based learning, policy analysis, academic writing, English-language components and participation in international activities. The self-evaluation report identifies several measures linked to this feedback, including the introduction of analytical mini-projects, the expansion or preparation of English-language components and the selective inclusion of simulations, case studies and projects in relevant courses.

Prior to the accreditation site visit, the institution conducts a mock accreditation involving the relevant programme staff and administrative units. This practice enables the institution to assess the programme's preparedness, identify potential gaps in advance, improve coordination among the parties involved and ensure a shared understanding of the accreditation standards and procedures. The systematic use of mock accreditation constitutes a good practice that supports institutional self-reflection and strengthens the effectiveness of internal quality assurance processes.

Evidences/Indicators

- o The university self-evaluation report;
- o 2023 report on the implementation of accreditation recommendations;
- o QA Service Reports for 2019-2023;
- o Employer Focus Group Report, 25 May 2026;
- o Updated programme, course syllabi, assessment criteria and rubrics;
- o Memoranda with practice ;
- o Interview results.

Recommendations:

- o None.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

The university has established institutional mechanisms for the monitoring and periodic evaluation of educational programmes. Monitoring is conducted by the University and Faculty Quality Assurance Services and is intended to cover student numbers and status, staffing indicators, staff-to-student ratios, survey results, academic performance, learning outcomes, mobility, employment and external expert feedback. The results are expected to be discussed by the programme committee and used for programme improvement.

The programme-specific evidence demonstrates that several monitoring activities are conducted in practice. The 2025 student semester survey evaluated 12 courses and their lecturers, with the number of course-level respondents ranging from 21 to 65. The results were generally positive, although the survey identified areas requiring attention. In particular, the History of Law course received an overall score of 3.5 and a programme-relevance score of 3.3. Qualitative responses also indicated the need for more practical engagement, revision of certain examination formats and increased spoken interaction in foreign-language courses.

The programme's transition from the former 240-credit, four-year structure to the new 200-credit, three-year structure also requires programme-specific monitoring. Students enrolled before 2025 will continue under the previous structure through individual study plans.

The institution has mechanisms for evaluating academic and invited staff performance, including student evaluations of lecturers. The institutional framework envisages the participation of academic, scientific, invited, administrative and support staff, students, graduates, employers and other stakeholders in programme monitoring and periodic review. Nevertheless, the evidence demonstrates uneven participation at programme level. Students primarily contribute through questionnaires and were not directly and systematically involved in programme-review decisions. Employers participated through the focus group conducted on 25 May 2026. Although the programme has not yet produced its first graduating cohort, graduates of other programmes offered by the same faculty participated in the site-visit interviews. They did not confirm their involvement in the development and periodic review of their respective programmes, which indicates that graduate participation is not yet systematically ensured at the faculty level.

Graduates of the European Studies programme should therefore be incorporated into its monitoring and periodic-review processes once the programme produces its first graduating cohort. The panel primarily recommends establishing clear mechanisms for student participation, for example through regular representation in the programme committee or dedicated student-staff consultation meeting at defined stages of the programme review cycle. The programme must also ensure that student feedback is systematically documented, considered in decision-making, and communicated back to students. This would move beyond consultation through questionnaires towards a more structured and meaningful form of student participation in the continuous improvement of the programme.

The programme was compared with similar programmes offered by Batumi Shota Rustaveli State University, Caucasus University, the University of Limerick and Maastricht University. The comparison

addressed the interdisciplinary structure of the programmes, internationalisation, research skills and the coverage of EU law, economics, politics and European integration processes. The findings were used to identify the programme's distinguishing features and consider relevant international practices during its revision. Thus, the criterion concerning periodic comparison with analogous foreign programmes and the use of international best practices is addressed.

The evidence identifies several concrete programme modifications resulting from evaluation and stakeholder feedback. Following employer recommendations, analytical mini-projects were introduced in selected complex courses, while simulations, case studies and project-based activities were added to law courses. English-language components were partially expanded and additional courses are being prepared in response to the identified need for further internationalisation. Furthermore, the analysis of learning outcomes indicated that students in certain English-taught specialised courses did not reach the established benchmark; consequently, English was retained in the curriculum as a separate course to strengthen students' foreign-language competence.

The institutional framework provides for the combined analysis of student numbers and status, staffing data, staff-to-student ratios, survey results, academic performance and learning outcomes, mobility, graduate GPA, employment and external expert evaluations. The available programme-level data indicate increasing applicant demand and enrolment, while progression data show that approximately 64-66% of the first two admissions progressed to the second academic year, suggesting that student retention after the first year requires particular monitoring. At the same time, the number of students with suspended status decreased from 11 to 9 despite increased enrolment. Nevertheless, several indicators, including graduation, graduate employment and graduate GPA, cannot yet be applied because the programme has not produced its first graduating cohort. The institution states that quantitative and qualitative results are reconciled and submitted to the Educational Programmes Committee.

The benchmarking exercise compared the programme with the European Studies programmes of the University of Limerick and Maastricht University and considered their interdisciplinary structure, progressive development of research competencies, academic writing and research-methods components, foreign-language teaching and international mobility. The broader international comparison and cooperation process has supported the integration of problem-based learning, simulations, e-learning and blended-learning methods into the programme following the training of academic staff through the INOTLES project. International practices are also reflected in the English-language research-methods course, bilingual and English-taught components, the use of contemporary English-language academic literature and EU documents, and student participation in Jean Monnet activities.

Evidences/Indicators

- o The university self-evaluation report;
- o European Studies Student Semester Survey, 2025;
- o Employer Focus Group Report, 25 May 2026;
- o QA Service Reports for 2019-2023;
- o Programme committee documentation;
- o Student, graduate, employer, student and staff questionnaire forms;
- o Interview results.

Recommendations:

- o The institution should ensure the structured and documented participation of students and employers in programme monitoring and periodic review. Graduates should be incorporated into these processes.

Suggestions for the Programme Development

- o None.

Evaluation

Please, evaluate the compliance of the programme with the component

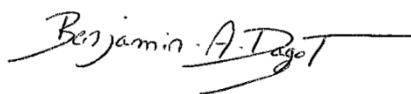
Component	Evaluation
5.3. Programme monitoring and periodic review	Substantially

Attached documentation (if applicable): None.

Signatures:

Chair of Accreditation Expert Panel

Benjamin Dagot

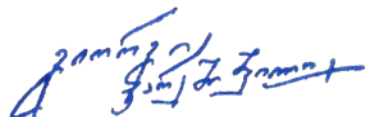


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