



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Bachelor Educational Program in Law

Name of Higher Education Institution

LLC Free Academy of Tbilisi

Evaluation Date(s)

26.01.2023

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LLC Free Academy of Tbilisi
Identification Code of Institution	204876991
Type of the Institution	College

Expert Panel Members

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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)	სამართალი
Name of Higher Education Programme (in English)	Law
Level of Higher Education	BA
Qualification to be Awarded	Bachelor of Law
Name and Code of the Detailed Field	0421.1.1 Law
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	

I.

II. Accreditation Report Executive Summary

- **General Information on Education Programme²**
- Free Academy of Tbilisi developed the new BA program in 2022. It is focused on training specialists with necessary qualifications and necessary professional and practical skills in the field of law in accordance with the requirements of the labor and employment market, as mentioned in the self-evaluation report. In fact, the Free Academy of Tbilisi conducted an analysis of the employment market in order to determine the relevance and demand of the undergraduate legal educational program. Free Academy also noted that the number of law undergraduate programs is increasing on a regular basis. In other words, the relevance of the program is determined by the popularity in the field of law and the high demand of the employment market.
- Different guidelines were used in order to establish the BA program: a comparative approach from an international perspective, taking into account existing programs from Cambridge, Queen Mary academy, Paris I Sorbonne, as mentioned during the interviews with the Self-evaluation team/group.
- The mentioned international benchmarking was applied in order to consider different reference points, like attribution of credits /internationalization/ interdisciplinarity/evaluation of staff and academic members/ determination of lectures /practical component, among other criteria .
- The national comparative approach was used as well as sectoral benchmark of Law.
- The program includes 240 credits and is built on the principle of study courses/subjects and free components relevant to the main field of study. Courses/subjects relevant to the main field of study are presented as compulsory and optional components.
- The Heads of Program also mentioned the strengths of it: a practical component in each field of law, courses involving practitioners like judges and other practitioners as well as the use of international practice of teaching law. Great importance is also granted to the research component (BA thesis).

- **Overview of the accreditation site visit :**
- The site visit took place on the 26th of January 2023. It started with interviews with the Free Academy of Tbilisi administration and a self-evaluation group. It was followed by meetings with the QA service, representatives of the academic and invited staff, employers, as well as with students and alumni. A visit to the library (including library learning management system), lecture rooms and other facilities was also organized.
- Interviews with the Academy administration (Rector, Vice-Rector and other representatives) mentioned different added values of this new program, including many elective courses, the objective of introducing new lectures in English language in the future as well as concluding memorandums of understanding with the labor market in order to promote internship of students. There is, in fact, a close cooperation with the labor market as shown for example the interviews with the professional representatives. Recommendations made by those representatives were taken into account when drafting the program.
- International strategy was also mentioned, considering existing partnerships. In this respect, the Academy also intends to use the existing English-speaking BA program in business as a bridge to develop more international partnership.

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

- During the site visit, it was also mentioned a closed cooperation between the self-evaluation team and the self-evaluation group, the last one mainly composed of academics and invited staff. This additional information confirmed an effective and fruitful cooperation among colleagues.

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

- The first impression when going through the self-evaluation report - which could in fact have been more precise in some aspects - was a kind of lack of creativity of this new program considering the number of already existing law programs. In other words, if the Free Academy BA program in law seems to comply with existing standards, the added value was not clear as such.
- The discussions during interviews added however the necessary information in order to appreciate the main additional value of the program to higher legal education.
- Having analyzed all documents, having taken part at all meetings and having visited the institution, it proves that the program offers in general all necessary information that BA candidates need for their information, and for their theoretical and practical training. Students have information on academic programs, study loading and goal of study courses, study outcomes, teaching-study methods, literature, assessment, and study calendar. Program aims and learning outcomes are properly defined.
- The Expert Team had a quite positive overall impression of the Program with regard to content, level of definition, structure and suitability, also with respect to academic and professional demands.
- The Academy's strategy in general, especially the way the Program has been sought in order to interconnect BA program and professional life was also source of interest : The main objective and intended learning outcomes of the Program are enabling students to obtain necessary legal competences and skills, enabling them to perform practical legal work in national or international legal environment.
- Teaching resources (human resources professional development of academic, scientific and invited staff, material resources, budget) are generally adapted to the program's aims and future development but should be more developed.
- Conformably educational program compliance with the standards are as follows:
 1. **Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme – Complies with requirements**
 - 1.1. – Complies with requirements
 - 1.2. - Complies with requirements
 - 1.3. - Complies with requirements
 - 1.4. - Complies with requirements
 - 1.5. - Complies with requirements
 2. **Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering- Complies with requirements**
 - 2.1. - Complies with requirements
 - 2.2. - Complies with requirements
 - 2.3. - Complies with requirements
 - 2.4. – Substantially complies with requirements

3. Student Achievements, Individual Work with Them – Substantially complies with requirements

3.1. – Substantially complies with requirements

3.2. – N/A

4. Providing Teaching Resources - Complies with requirements

4.1. - Substantially complies with requirements

4.2. – N/A

4.3. – Complies with requirements

4.4.- Complies with requirements

4.5. - Complies with requirements

5. Teaching Quality Enhancement Opportunities - Complies with requirements

5.1. - Complies with requirements

5.2. - Complies with requirements

5.3. - Complies with requirements

- If the program fulfills main standards as required by Georgian legislation, however, the following recommendations below suggest, as just mentioned, a substantially compliance with the requirements enclosed in standard 2.4, 3.1, 4.1:

Recommendations

The program needs a more specific, detailed, and transparent explanation/description of the procedures in the part of the appellation of the students' assessments.

The program needs a proactive and realistic mobility policy - participation for students in international mobility programs, in different international scientific activities, including out-of-curriculum activities throughout Georgia, as well as in similar activities abroad (for instance Erasmus+ Program).

It is recommended that academic staff to be properly active in the scientific field (conducting researches, participating in conferences and publishing scientific papers, etc..).

It is recommended to encourage and support, among other means, with financial incentives, scientific research conducted by academic staff at local, national and international level.

It is recommended to present an external evaluation document when it is mentioned in the Self-assessment report and named during interviews as well.

▪ **Suggestions for Programme Development**

- In order to promote the competitiveness of this new program, it would be really important to improve its national visibility and attractiveness.
- The development of the program should emphasize on the mentioned practical component in the most constructive way as possible.
- Considering the mentioned importance of the international law component, it would be useful to develop adequately the international strategy linked to the program (including adding new lectures-see sub-standard 1.4).
- In this regard as well, more courses in English language in the future could contribute to the attractiveness of the program.
- Considering the general goals of the program, it would be necessary to increase the budget actually mostly based on tuition fees.
- It is also suggested for the contents of the academic writing syllabus to take into account the issues necessary for the construction and preparation of a legal scientific-research document, such as the structure of the thesis, title, conclusion, etc.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
- **Free Academy Tbilisi agrees with the recommendations and advice outlined in the expert draft report, which will be taken into account at the stage of implementation of the undergraduate law education program.**

- **Brief Overview of the Best Practices (if applicable)⁴**

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

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The BA program is a new initiative founded within a 25 years old Free Academy of Tbilisi. As mentioned in the self-evaluation report and during the interviews, law is one of the most growing and demanding professions in the labor market. That increases the demand for high grade higher education from both employers and students. That is why the BA program is focused on the needs of employers, as the labor market has become extremely competitive. But, as also mentioned by the panel members during those same interviews, there are already many existing law programs. According to the self-evaluation report, it is developed on the basis of the « Methodology of planning, elaborating and developing of educational programs » of Tbilisi Free Academy.

The Bachelor's program in law has clearly defined objectives and learning outcomes that are logically linked. The content and the general structure of the program also ensure the achievement of the goals : having a deep knowledge of the general essence of law/ legal system/fundamental principles of law/ historical sources on Georgian law, as well as knowledge of the basic principles , norms, theories, and essential regulations of private, criminal, public and international law.

Students should be able to conduct a legal dispute/can adapt to the constant changing professional environment (cf. self-evaluation report) that were set and the expected learning outcomes. It must be added, that quite constructive exchanges during the interviews showed the importance of the practical component of the program, but interviews with students from other existing programs mentioned a lack of practical competence and a lack of outside curriculum activities in general.

The program seems to echo the challenges and developments in the legal sphere.

All the indicated basic factors in addition to quite sufficient infrastructure and resources should provide sufficient arguments in favor of the conclusion that the objectives of the program are realistic and achievable and take into consideration labor market demands.

In this regard, labor market research was carried out taking into account both local market requirements and modern trends in the international market. The Academy quality assurance service also analyzed employers' interests. In order to improve the program in the future, learning outcomes

will be continuously evaluated. It must also be added that during the main period of establishment of the program, external peer review was carried out which led to a positive evaluation by qualified field specialists.

- o It should be added in conclusion, that the program objectives are consistent with the institution's missions, goals and strategic plan. But considering the mentioned importance of the international law component, it could be useful to more develop the international strategy of the program, including for example exchange of students and/or academic staff/ introducing more courses related to international law/focusing on the development of international partnerships and programs which could increase the international visibility of the program). This could also reinforce the specificity of the program in terms of competitiveness on the academic market. In fact, students and alumni also mentioned the need for more international activities, for instance pro-active Erasmus+ program or even moot courts.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results;
- Self-evaluation report +Appendix N1;
- different interviews that were organized;
- Syllabi.

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 The University quality assurance service could more precisely and strategically analyze employers interest surveys conducted by the relevant structural units. The final results could be reflected in the future development of the program.
- o It is also suggested for the Academy to have more detailed SER for further evaluation processes
- o If the program has a logical and labor market, mostly national oriented strategy, in order to ensure competitiveness in the future a more international oriented strategy should also be developed. That could be started by using existing partnerships and international programs.

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

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

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

The learning outcomes of the Bachelor Program are set out in accordance with the amendments to the Law of Georgia on the Development of Education Quality (20/09/2018) and the updated « National Qualifications Framework » approved by the Order 69/N of the minister of Education, Science, Culture and Sport of Georgia from April 10, 2019. In this regard, the learning outcomes of the BA Program are 1. Knowledge and Understanding 2. Ability 3. Responsibility and Autonomy.

As mentioned above, despite of SER determining in a quite general way some aspects of BA program learning outcomes, unclear issues have been clarified by other SER supporting documents as well as by interviews held with different stakeholders; So that it is advisable for the Academy to prepare future SER reports in a way in which every aspect of learning outcome will thoroughly describe knowledge, skills, competences obtained upon completion of the program.

As already mentioned as well, main objective of the program is to provide students with necessary theoretical knowledge and understanding of legal issues, to assure that students have acquired the practical skills to use the theoretical knowledge in practice; that is to say that one of the BA learning outcome is not only the knowledge acquired by the student of fundamental basic aspects of law, a broad understanding of specialized fields, but also to acquire the ability to apply it in practice. This is one of the key aspects of labor market requirements. Self-evaluation report and interviews have placed great emphasis on that important point.

In the process of developing those learning outcomes, opinions of interested academic and invited staff, students and employers were taken into account. Feedback and recommendations of different stakeholders were also taken into account in order to align the program with market trends.

The BA is a labor market and student-oriented system considering both as major stakeholders (SER, Interviews with students, academic and invited staff). Both the administration and academic/invited staff/representatives of the professions seem to consider students and the labor market as future major evaluators of the program objectives and learning outcomes.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results;
- Map of program objectives and learning outcomes -annex N1;
- Interviews with head go the program, academic and invited staff, professionals.

○

Recommendations:

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

Suggestions for Programme Development

- It is advisable for the Academy to prepare future SER reports in which every aspect of learning outcome will thoroughly describe knowledge, skills, competences obtained upon completion of the program.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Free Academy of Tbilisi has developed a mechanism for evaluating learning outcomes, which includes identification, collection and analysis of data needed to measure those learning outcomes. It uses direct (checking whether the student has achieved the learning outcome through the task by case study, exam, essay, portfolio, topic defense, etc..) and indirect (self-evaluation by the student, by the employer, employment rate, interviews, etc..) evaluation methods. A questionnaire listing the learning outcomes of the program is also prepared and students will be able to indicate their opinions regarding the learning outcome level of achievement. Employers can fill out a similar questionnaire. The evaluation of the program is presented as a continuous one in order to ensure, if necessary, the improvement of learning outcomes. All learning outcomes are assessed at the end of the program. Needs also to be mentioned, that a plan for evaluating the learning outcomes, based on the academic performance of students is established. It outlines how the learning outcomes will be assessed at the end of the program. For each learning outcome of the program, a target mark is defined to determine the level at which the student has achieved each learning outcome. Analysing the evaluation results (which is an important stage of the evaluation of learning outcomes) can lead to changes in the content of courses, in the prerequisites of courses etc., on the basis of which changes can be made in the learning outcomes of the program and the evaluation mechanisms.

Interviews also showed that academic, scientific and visiting staff of the program are familiar with the methods of evaluation of learning outcomes. Close cooperation between them reinforces this point. Discussions/interviews also mentioned that colleagues involved in the implementation of the program got adapted assistance in the definition/development of necessary skills for the elaboration and analysis of learning outcomes.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results;
- Bachelor's program in law;
- Syllabi;
- Map of program objectives and learning outcomes.

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development
- Ensuring that the evaluation is organised in a proactive manner and not mainly focusing on analysis of data.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

As mentioned in the self-evaluation report and in relevant documents, the Bachelor in Law provides both in-depth theoretical and practical knowledge and necessary skills in law.

Each study course is quite usually organized by semesters and years, and the program structure and curriculum map is clear enough in this regard. Program structure and curriculum structure also reflect the goals of the program. The program was compiled using the methodology of planning, implementing, and developing of educational programs operating in the Academy with, as mentioned in the SER, consists of four main stages: P-Pan (which includes a study of the need of the program and formation of a working group)/D-Do (at the implementation stage, the working group determines the strengths and weaknesses of the program)/C-check/A-Act (implementing the necessary changes based on the result of C-check).

The organization of lectures/courses places special emphasis on the principle of training courses/subjects of the relevant content of the main field of study in order to form and guide future

qualified specialists guided by professional ethics and responsibility. Courses /subjects are presented as compulsory and optional components. Compulsory ones are focused on providing students with fundamental theoretical knowledge and also practice skills of a lawyer.

The practice component is focused on the realization of the theoretical and practical knowledge gained during the learning process.

The granting of ECTS credits is in accordance with standards in this regard, deriving from the content of the course and the rules governing the educational process. 240 credits are distributed as follows: 27 for compulsory free components focused on the development of general, transferable skills/161 for compulsory courses/components/ 40 for elective courses/components of the main field of study, including public, private law and criminal law courses/ and finally 13 credits as free elective courses are concerned.

The structure of the program is a quite classical BA Law Program.

More specifically and in relation with the mentioned will to strengthen the international law component, mandatory courses include public international law as well as international human rights law, among other fundamental courses in the field of law at the bachelor's level.

Fundamentals of EU Law (public law) and international criminal law (criminal law) are part of the respective elective courses/components of the main field of study.

But none of the listed free elective courses are (even if of course necessary) not really international oriented (informatics, rhetoric, French language, philosophy, logic, political science, public relations, project management, fundamentals of psychology).

In this regard, it is suggested to add more international law oriented lectures in the future as elective courses are concerned and to think about introducing in the compulsory ones and/or elective ones for example, international relations, international institutions/ organizations law (theory and practice); this in order to strengthen the international component of the program and be more competitive.

It must finally be added that the necessity of a bachelor's thesis can be considered as an added value to the program as such and is focused on the development of skills necessary for the performance of a theoretical thesis.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Ensuring in the future the organization of more courses in English in specialized fields of law, assuring as well a comparative approach of legal systems/national systems in order to improve attractiveness and competitiveness of the program.

More participation of students in moot courts/national and international level could also be of use

Trying to adapt thesis subjects to current events in international law/international relations since it was mentioned during the interviews that special focus would be placed on international law.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Bachelor's program in law includes 77 learning courses, the syllabi of each studying course including information concerning the level of study, the volume of credits, prerequisites, course objective(s), learning outcomes, distribution of study load, evaluation methods and criteria, teaching/learning methods...

Mandatory reading and other learning materials indicated in the respective syllabi correspond to the learning outcomes of the course and ensure the achievement of the learning outcomes of the program.

Can also be mentioned the fact that there is an existing and effective coordination between academic staff/invited staff and administration in order to ensure the organization and content of lectures and the mentioned quality, attractiveness, effectiveness and competitiveness of the academic course/subject.

The self-evaluation team and self-evaluation group composed of academics are closely interconnected and aware of any updating. Recommendations are usually taken into account and may concern prerequisites, attribution of credits, compulsory course or not, etc..are considered.

In relation to what was mentioned above, and in order to ensure the quality of lectures and other responsibilities of academic staff, there is an existing and real evaluation of academic staff, having to accumulate points.

More specifically, interviews with invited staff showed the very practical additional value of the program and effective innovative courses like, among other practical courses in accordance with the labor market expectations, one concerning the legal approach of Blockchain technology/public administration and public services digitalization.

Finally, meetings with employers and highly qualified practicing specialists showed (as already mentioned earlier) a close association to the construction of the program. Requirement was in this regard and for example, to intensify practical components (introducing law suits, writing complaints.) which is a relevant added value as well to the content/subject/learning outcomes. In other words as well, the theoretical and practical approach keeps saving time for the employers.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- bachelor's program in law
- Syllabi
- Interviews
- **Recommendations:**
 - Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

Keeping and developing the close cooperation with the labor market/Invited staff and employers in order to preserve the added value of courses.

Strengthening, still taking into account the first suggestion, courses in english to promote attractiveness and also in order to reinforce/focus on:

The international law courses of the program, since the administration mentioned it was a goal of the program.

Attracting as well in this regard colleagues and practitioners from abroad.

It is suggested to update the basic/elective literature of academic writing with such updated sources, which more take into account the issues of preparation of legal scientific-research paper.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

According to the Self-Assessment Report, Law BA program and interview results program has the admission preconditions which are defined in accordance to the Georgian legislation, namely: person with general education holding general educational certificate has the right to be enrolled in the program after passing unified national exams, via mobility process or without national exams in accordance to the Georgian legislation. Opening of the admission process to the BA program is a centralized process coordinated by the LEPL-Educational Management Information System and LEPL

– National Assessment and Exams Center. Correspondingly the additional admission requirements related to the subjects which should be passed to be enrolled in the program are defined via special procedures. Relevant information is published by LEPL – National Assessment and Exams Center. So the admission preconditions indicated by the Academy are in accordance to the law, relevant, transparent and fair. The program will be published in the web-site of HEI if accredited. Academy has planned to admit 50 students if the program is accredited.

Evidences/Indicators

- Self-evaluation report;
- Additionally presented documents;
- Interview Results.

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

BA Law program has the following learning outcomes:

Knowledge and understanding

1. Describes the essence of law, the legal system, fundamental principles, legal systems, existing theories, as well as the essence, structure, function, interpretation methods of legal norms and distinguishes the historical sources of Georgian law. Determines the features of a specific legal dispute and the optimal ways to solve them with legal instruments;

2. Identifies the main principles of human rights, the bases of the limitation of rights, the national and international legal mechanisms for the protection of human rights. Explains the essence and function of the state, features of state organization, basic principles and concepts of constitutional law, specifics of constitutional proceedings. Describes the essence of the administrative body, the peculiarities of its activities, the main issues of administrative proceedings;
3. Describes the international law system, its main principles, sources, international legal institutions, understands the role of international law and describes its relationship with national law, describes the specifics of the use of international agreements and conventions at the national level, as well as international courts and tribunals, rules and procedures, instruments of international legal responsibility;
4. Understands the essence of private law, system, the most general principles, theories and basic concepts in the field of civil law. Institutions of entrepreneurial law, importance and essence of entrepreneurial freedom, as well as legal means of its protection, basic legal instruments for protection of labor rights, features of civil proceedings;
5. Describes the main institutions, concepts and principles of criminal law, as well as key theories in the field of criminal law, the essence of crime, types of crime, content features of individual crimes, punishment system, stages and features of criminal proceedings.

Ability:

6. Analyzes the norms of law and other sources, as a result of the analysis applies them to specific factual circumstances and makes a reasoned legal assessment of them;
7. Identifies the legal problem and the methods of solving it by legal means. Justifies a position in a legal dispute, develops tactics for conducting and/or resolving disputes, taking into account legal means and ethical norms;
8. Drafts legal documents - contract, agreement, memorandum, administrative agreement, legal act, procedural document, individual and statutory administrative act project, lawsuit, complaint. Develops research and practice projects with appropriate supervision and guidance;
9. Searches for essential information for a lawyer (sources of national and international law, legislative changes, judicial practice, doctrine) in Georgian and English, using appropriate electronic means and various databases.

Autonomy and responsibility:

10. Recognizes the key importance of ethical norms in the legal profession, respects human rights and universally recognized democratic values, carries out professional activities taking into account the ethical and legal values of a lawyer;
11. Conducts development-oriented activities by following the principles of individual and team work. Demonstrates ability to update own knowledge.

In accordance with the program learning outcomes of the programme ensures the development of students' practical, research and transferable skills and their involvement in research projects. According to the self-evaluation report, the practical component is presented in the program with the volume of 10 credits. The practical component is the summary part of the theoretical teaching. It is focused on the practical realization of the theoretical knowledge gained in the learning process, the use of the developed skills in practical activities. Practice aims to strengthen the knowledge and skills

acquired in an academic environment at a specific workplace. The practical component of the programme is organized and planned in accordance with the learning outcomes of the programme and corresponds to the level of education.

During the internship, the student is guided by a qualified person who evaluates the student's performance. The Academy has signed memorandums with practice organizations, which take into account the number of students, as well as the purpose, result and duration of practice. The main course for the Bachelor law programme is the course "Legal Practice" with the volume of 10 credits. The memorandums signed with employers or centers of practice envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programme learning outcome.

According to the learning outcomes, mandatory courses and the level of education, the programme ensures development of practical skills of students and performance skills and their engagement in the research projects. In the practice component, and research project, a student is supervised by a qualified person in the field who evaluates student's activity. According to the self-evaluation report, the Tbilisi Free Academy, every year, organizes international scientific conferences, in which the Academy's partner international and regional universities participate. The rate of student participation in scientific conferences is increasing. The Academy publishes the journal "Future Leader" as part of the School of Young Leaders. It is published every two months and is available in the library of the Academy. Currently, 21 (twenty-one) issues of this series have been published.

Although, some students of other programs, during the interviews, mentioned a lack of practical competence and a lack of outside of curriculum activities. But, anyway, we can say that the Bachelor program in Law is the newest program which has practical mandatory courses, agreements and memorandums signed with employers or centers of practice, that provides the main direction of the Academy and ensures the development of students' practical skills during the program administration.

The undergraduate law programme of Tbilisi Free Academy LLC (hereinafter referred to as the Academy) includes both field-specific practical training courses, as well as practical skills-developing components that are built into various subjects of the programme. Drafting of procedural documents and moot courts are included in various mandatory subjects.

During the last academic year, the programme envisages a mandatory practical component - legal practice, which under the supervision of a mentor, provides for the preparation of legal documents; drafting research/practical projects, finding and analyzing legislative changes and court practice, as well as scientific news. This practice will help students to test their theoretical knowledge and abilities in a real professional environment.

During the programme, optional practical courses are provided - a practical course of private law, a practical course of criminal law and a practical course of administrative law. The student has an opportunity to choose a practical training course in the relevant field according to their interest and summarize the theoretical knowledge acquired during the learning process and use it for practical purposes.

Development of research and scientific skills is served by the mandatory component provided in the programme - bachelor's thesis. In addition to the syllabus, the preparation/defense matters of the bachelor's thesis are also described in the academy's bachelor's regulations. The bachelor's thesis

significantly contributes to the development of the student's scientific and research skills. In addition, the experience gained during the preparation of the bachelor's thesis prepares the student for the next level of education.

The syllabus of the bachelor's thesis provides that the supervisor gives appropriate instructions to the student, both about the work to be performed and about the information and material to be processed. However, mainly, the preparation of a student to complete an undergraduate thesis is done through relevant subjects such as academic writing. According to the programme, the mentioned subject is mandatory, however, its content is mostly devoted to issues related to the creation of an essay and focuses less on the information about the construction, structure, and necessary components of a scientific-research paper of legal significance, such as, for example: Formulation of title and structure, conclusion, etc. Only one academic week is devoted to the basic principles of construction of a scientific text, which may not fully cover issues related to the architecture of a bachelor's thesis. Since the bachelor's thesis is a mandatory component, it is desirable for the student to get fundamental knowledge about its construction and creation not only from the supervisor, but also from the relevant subject.

It should be taken into account that relevant information about the structure of the bachelor's thesis is provided in the BA regulations of the Academy, although it is desirable that this information is provided to the student by a specialist in the relevant field, using the relevant teaching methodology, within the framework of the academic course.

The Academy also has a scientific journal "Akademlab", the first issue of which was published in 2021, and it contains conference papers from both academic staff and students'. According to the Academy's self-evaluation report and interview, it is determined that the journal became peer-reviewed in 2022. This opportunity also has a positive impact on the scientific-research activity of students.

In addition, the Academy has signed a memorandum with Turnitin, which provides an opportunity to check the quality and academic integrity of the performed scientific-research work. Ultimately, this has a positive impact on the achievement of learning outcomes, as well as on the development of appropriate professional and research values for the student.

According to the presented documentation, it is established that the Academy has signed a total of 10 memorandums with practice facilities/employers. Few memorandums specify the exact number of students, objectives and duration of the practical studies. However, most of the memorandums are of a general nature, consider the cooperation of the institutions in general, do not define specific deadlines, estimated numbers of students, and specific goals, scope, and expected results of cooperation. In order for this cooperation to become effective, fruitful and real, it is suggested for the content of the agreements to be more specific, precise and clear, which will promote the real involvement of students in practical activities. During the interview, it was revealed that the representatives of the employers/practice facilities have the appropriate resources to actively and realistically involve the accepted students in the practical processes and provide appropriate mentoring.

According to the results of the interview, the Academy has started appropriate communication with several foreign universities, as well as conducting negotiations on the introduction of exchange programs. As the Academy stated during the interview, in the case of obtaining an accreditation, they will have more opportunities to establish specific relationships with relevant entities on behalf of the accredited programme.

- Evidences/Indicators

- Interview results;
- Self-evaluation report;
- Bachelor Law Program;

- Magazine of the School of Young Leaders "Future Leader";
- Interview results. Syllabi of the academic courses;
- Memorandums;
- Undergraduate studies' regulations of Tbilisi Free Academy LLC, approved by Resolution N20 of the Senate of Tbilisi Free Academy LLC dated June 20, 2022;
- Agreement signed with Turnitin.

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

It is suggested for the contents of the academic writing syllabus to take into account the issues necessary for the construction and preparation of a legal scientific-research document, such as the structure of the thesis, title, conclusion, etc.

It is advisable to define the approximate number of students, the duration and purpose of the practice in the memorandums/agreements signed with the practice facilities within the scope of the professional practice component.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 teaching-learning methods in the presented program comply with the mission of the institution and are realistic and achievable as evidenced in the self-evaluation report (SER), the Bachelor of Law educational program with enclosed documents, site visit and interviews with various stakeholders of the Institution.

The teaching-learning methods are based on legislative requirements. Within the framework of each course, individual methods of teaching-learning process are used in the Bachelor of Law educational program: Lecture is a process in which both the lecturer and the student participants at the same time. The main goal of the process is the creative and active transfer of the main content of the proposed material. At the same time, attention is focused on basic concepts, their definitions, instructions, and assumptions. Critical analysis of key issues, facts, and ideas is no less important. The lecture implies the consistent delivery of the main provisions of the subject and the teaching material.

The teaching process will be conducted in an active format, therefore, taking into account the specifics of the course and the topic to be studied, the following types of lectures are predominantly used: Interactive lecture; lecture discussion;

In general, during the implementation of separate training courses within the program, lectures will be predominantly conducted, using presentation materials.

Accordingly, the lecture includes the following activities: Verbal explanation; Interactive work - Demonstration of searching for court decisions, foreign legislation, or other material in various search engines, which helps to improve the ability of the student to find the material; Working in a group/practical work/practical training - preparation of the seminar topic; holding of discussion, debate, simulation games; discussion of cases, problem situations; individual/group performance of practical tasks/exercises; discussion of homework, etc.

The activities used within the scope of work/practical work/practical learning in the working group are Induction; Deduction, Analysis, Synthesis, and Working on a book; Written work - involves extracting the main and key theses from the material, as well as the so-called Compilation of "case briefs"; Case study/analysis and Problem-based learning (PBL); Socratic approach; Brain storming - Action-oriented learning; Role-playing and situational play -for instance -. Using the above, students acquire the ability to identify a legal problem, find the appropriate legal norm, analyze the norm, adapt it to real-life examples, justify a legal position, and speak through legal terminology; Heuristic approach; Team (collaborative) work; Discussion/debates; Preparation and presentation of a project, abstract, speech or report;

Practical tasks - which may include (but are not limited to) protecting the interests of a specific party, drafting an opening /closing speech, preparing a lawsuit, preparing a statement of defense, developing separate legal documents, or performing other legal operations; Audio-visual work/teaching with electronic resources; Independent work/learning - involves giving the student different tasks, for the solution of which the student must carry out an independent work of the material/situation.

To summarize - the teaching-learning methods used in the presented program ensure the achievement of the learning outcomes of the program, and the active involvement of students in

the learning process with appropriate features, ensures the interaction between staff and students. The teaching-learning considers the student's participation in the learning process and is aimed at the development of transferable skills by a student. The teaching-learning methods described in the program and syllabus of subjects consist of the individual approach with students.

Evidences/Indicators

- Bachelor of Law - educational program;
- Self-evaluation report
- Syllabus of subjects;
- Site visit, interviews with various stakeholders/Students/Alumni - of the Institution.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Based on the Self-evaluation report of the educational program with relevant enclosed documents, information on the accreditation site visit results of Free Academy of Tbilisi (hereinafter referred to as Higher Educational Institution - HEI) and as a result of the study and development of the presented program, have been observed the following conditions:

The student evaluation process in the presented program complies with the mission of the institution is realistic and achievable. The evaluation system is based on legislative requirements. Within the framework of each course, individual methods of student evaluation are presented.

Students have consulting hours with professors/academic staff, so they can clarify some evaluation issues individually and privately.

The grading system of the students is regulated by the law. The system of grading is transparent. It should be noted that from students, there was no case of complaints about the evaluation. Students know that they have rights of appeal and dispute but it is worthy of attention that in internal legal

acts, there are no concrete procedures of the appellation, and there is a need for a more specific, detailed and transparent explanation in the part of the procedure of the appellation of the students' assessments.

The process of student evaluation in the self-evaluation questionnaire complies with Order No. 3 of the Minister of Education and Science of Georgia on the approval of the rules for the calculation of credits for higher education programs, as dated 05.01.2007. The assessment of students within the courses included in the program is conducted with methods and components, which are in accordance with the specifics of the course and ensure the assessment of the achievement of course-defined learning outcomes using the measurable criteria and rubrics defined in them.

The maximum total point of assessment is equal to 100 (one hundred), therefore, the maximum positive assessment is 100 points, and the minimum positive assessment is 51 points. Each assessment method has a minimum competence limit, which may be different in different courses, taking into account the specificity of the course and the interest in achieving learning outcomes. Student assessment:

A. Five types of positive assessment:

a.a) (A) Excellent - 91% and more from maximum grading points;

a.b) (B) Very good - 81-90% from maximum grading points;

a.c) (C) Good - 71-80% from maximum grading points;

a.d) (D) Satisfactory - 61-70% from maximum grading points;

a.e) (E) Sufficient - 51-60% from maximum grading points.

B. Two types of negative assessment:

b.a) (FX) Unsatisfactory (could not pass) - 41-50% from maximum grading points, meaning that the student needs considerable further work to pass and he/she is allowed to take the additional exam once in the current semester. b.b) (F) Failed - 40% - less than maximum grading points, meaning that the work performed by the student is not sufficient and further work is required to learn the subject over again.

The midterm assessment is divided into components: practical activity (work in a working group/seminar/practical teaching, presentation, etc.) and midterm exam. Each has its own percentage share in the assessment system.

From the 100-point system, 60 points are allocated to the mid-semester components, and 40 points are allocated to the final exam. The 60 points determined for the mid-semester components are distributed according to mid-term evaluations.

Academic requirements for student assessment: In order to be awarded credit, the student has to overcome the minimum competence threshold established in each evaluation form/component by the course syllabus.

- In the components of the curriculum - in each course evaluation form the limit of minimum competence established should not exceed the amounts established in the syllabus of a specific course.

- In the component of Practice provided by the curriculum the limit of minimum competence established should not exceed the following amounts in each form of assessment.

- In the component of the Bachelor's thesis provided by the curriculum in each form of evaluation the limit of minimum competence established should not exceed the established amounts.

If the student fails to pass the minimum competency limit set in each form/component of the evaluation determined by the course, he/she will be removed from the course and given a grade of "F" and will have to take the said course over again. The final exam is held at the end of the semester, in the time frame determined by the academic calendar of the educational process. The right to pass the final exam is granted to a student who has passed the minimum competence limit established in each form/component of the intermediate assessment.

In case of not appearing on the final exam and/or getting - FX assessment, as well as in order to improve the received assessment, the student is given the right to retake the exam once for an

additional exam in the same semester, not less than 5 days after the final exam. The assessment grade obtained on the additional exam is the final grade. Taking into account the grade received on the additional exam, in case of receiving 0-50 points as the final grade, the student is given an F-point grade.

Forms and components of assessment, their specific share in the overall assessment, and the minimum level of competence, as well as assessment methods and criteria are outlined in the syllabus of each course and are available for students; The final exam is held at the end of the semester, within the time limits determined by the academic calendar of the educational process; A one-time assessment of the student's learning results is not allowed; In order to carry out practice and work on a bachelor's thesis, the student must have mastered the mandatory courses of the main field of study of the educational program.

It should be noted that academic and visiting personnel involved in the program hold relevant knowledge with regard to the modern methods of assessment. Even more, in the process they are ready to compose, update, and improve the educational courses, the personnel involved in the program receive consultations and support from the administration of the Institution in regard to different topics, including the assessment mechanisms and approaches.

Evidences/Indicators

- Bachelor of Law educational program with enclosed documents;
- Self-evaluation report of the educational program;
- Syllabus of subjects;
- Site visit - interviews with various stakeholders/students/Alumni - of the Institution.

Recommendations:

The program needs a more specific, detailed, and transparent explanation/description of the procedures in the part of the appellation of the students' assessments.

Suggestions for the programme development

- *Non-binding suggestions for programme development*

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 and doctoral students.

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

Based on the Self-evaluation report of the educational program with relevant enclosed documents, information on the accreditation site visit results of Free Academy of Tbilisi (hereinafter referred to as Higher Educational Institution - HEI) and as a result of the study and development of the presented Program, have been observed the following conditions:

The program aims to contribute to the establishment of innovative methods in the learning process. The qualifications of the teaching/invited staff in the program are adequate to ensure expected learning outcomes and meet the legal requirements.

Teaching/invited staff members are well-known in a national academic and professional environment. This brings successful practical and professional experience, which will be a supportive aspect of the innovative process of the implementation of the Program.

Information necessary for students in reference to the educational process and explained clearly in detail. While interviewing students and alumni, they confirmed procedures established by the Internal Legal Acts are available and easily understandable for them.

Students and Alumni have good and intensive communication with program academic/invited/administrative staff using both formal and informal means of communication.

Students always have the opportunity to communicate with academic staff informally during their working hours.

The administration of the University cares about the provision of all necessary information for the, including information on employment perspectives.

A relevant electronic database exists for the planning and implementation of educational procedures. By means of them, students are provided with detailed information on the educational process, planning of the learning process, improvement of academic achievement, and career development.

The institution provides students with information on local scientific conferences and supports how to apply for them, and also implements different methods of encouragement of successful students.

Students mostly participate in local conferences, throughout Georgia. The HEI expresses support to its students and, if necessary, is ready to grant internal (in-University) grants.

The HEI also has several partner universities/institution where students can additionally participate in different programs/activities, internships, but it should be mentioned that the program needs a strong and realistic international partnership policy for the future development of the program objectives.

The program should provide students with information on scholarships of local and international funds and support to teach them, how to apply for them;

It is important to encourage successful students by financing or co-financing their international mobility activities.

The program needs a proactive mobility policy - participation for students in international mobility activities, or in different international scientific activities, including out-of-curriculum activities throughout Georgia, as well as in similar activities abroad (for instance Erasmus+ Program).

Evidences/Indicators

- Bachelor of Law educational program with enclosed documents;
- Self-evaluation report of the educational program;
- Syllabus of subjects; Program budget;
- Site visit - interviews with various stakeholders/students/Alumni - of the Institution.

Recommendations:

The program needs a proactive and realistic mobility policy - participation for students in international mobility programs, in different international scientific activities, including out-of-curriculum activities throughout Georgia, as well as in similar activities abroad (for instance Erasmus+ Program).

Suggestions for Programme Development

- *Non-binding suggestions for programme development*

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

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

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

Both academic and invited staff are involved in the implementation of the undergraduate law education program of the Academy, having the necessary educational background and experience in the field of their teaching.

According to the documentation submitted by the institution, 13 professors are involved in the implementation of the undergraduate law programme, including 5 affiliated professors, 4 associate professors, 8 assistants and 13 invited lecturers. The total number of academic staff involved in the implementation of the programme is 25, and the total number of academic and invited staff involved in the programme is 36.

No students are currently enrolled in the Bachelor of Law programme. According to the information specified in the budget presented by the HEI and the explanation voiced during the interview, in case of accreditation, they plan to admit 50 students. The ratio of the number of academic and invited staff involved in the programme and the number of students to be admitted by the University is adequate and sufficient for the sustainability of the programme. The mentioned data should be considered as an acceptable indicator for the bachelor level. Therefore, this ratio is sufficient to achieve the goals set by the programme.

The academic staff is richly staffed with PhD holders and practicing lawyers in the relevant field. The number of academic staff exceeds the number of invited staff. Associate professors are outnumbered by professors. The balance between academic and invited staff ensures the programme sustainability. The programme syllabi and interview results confirm that academic and invited staff are willing to engage in student counseling and programme development processes, as well as in various events planned within the programme.

Academic staff hold academic positions in accordance with the current legislation - via competition. Invited specialists are engaged in the programme according to the internal regulations. The invited staff involved in the educational programme have the necessary knowledge, experience and competence to produce the learning outcomes provided by the programme. The heads of the Bachelor of Law programme have the qualified knowledge and experience to guide the implementation of the objectives and outcomes. They are involved both in the activities of the programme development group and in the work of the self-evaluation group. Since the programme is being submitted for accreditation for the first time, it is impossible to evaluate the rate of academic staff turnover.

The Senate of the Academy, by resolution N19 of July 17, 2021, approved the rule on the hourly workload of affiliated academic/academic and invited staff, rule of undergraduate thesis and practice supervision, which sets out the hourly workload of academic and invited staff.

The personal files, scientific-research statistics of the academic and invited staff involved in the programme have been examined and it was established that a large part of them are actively engaged in scientific-research. During the last five years, they have published scientific papers and participated in scientific events.

However, some representatives of the academic staff are less active in the direction of scientific research. The presented CV-s show that for the last five years, several representatives of the academic staff have not carried out scientific research and publication of a research paper in the fields on which they teach courses, the most of them have only practical activities. Academic staff should be properly active in scientific direction.

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

Evidences/Indicators

- Self-Evaluation Report of Higher Education Programme
- Educational Programme
- Personal files of academic staff and invited lecturers involved in the implementation of the programme
- Scientific activities of the staff implementing the programme;
- The Senate of the Academy by resolution N19 of July 17, 2021, approved the rule "On Creation of a Development Group of the Program" on the hourly workload of affiliated academic/academic and invited staff, rule of undergraduate thesis and practice supervision;
- Order N57 dated October 7, 2022, by the Rector of the Tbilisi Free Academy.
- Programme Budget;
- Interview results.

Recommendations:

It is recommended that academic staff to be properly active in the scientific field (conducting researches, participating in conferences and publishing scientific papers, etc)

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

"Mechanisms for monitoring the effectiveness of management and evaluation system" operate in the academy, which was approved by the Resolution N4 of the Senate of the Free Academy LLC on April 11, 2022. This document describes the staff evaluation system, methodology, matters of career development and professional advancement. The evaluation stages are described - midterm and final evaluations. Feedback is also provided.

Furthermore, the Academy has quality management mechanisms of Tbilisi Free Academy LLC and their evaluation system, approved by the Senate Resolution N3 of February 25, 2021, which describes the evaluation of teaching and scientific work of academic and invited staff.

As it became known from the interview, the evaluation system of academic/invited staff in the academy is integrated on a software level, and students have the opportunity to enter the software only after filling out the said evaluation form. The assessment is anonymous and its results are communicated to the relevant staff. During the interview, the head of the quality assurance service confirmed that the results of the received evaluations are summarized and processed, after which the mentioned data is sent to the relevant personnel. During the interview with the head, it was also

confirmed that the mechanisms of career development and professional advancement of staff are actively used in the academy, which also depends on the results of internal evaluation.

Scientific journal Akademplab of the academy is published on the official website of the academy; it includes the scientific conference publications of a small part of its academic staff. This opportunity is important for the staff of the law programme in the future to encourage and intensify their scientific research activities.

According to the personal files of the staff, outside the resources of the Academy, it is established that a small part of the staff has a constant scientific-research activity, including during the last 5 years. However, most of the staff do not demonstrate such activity. This circumstance is especially noteworthy when it comes to the academic staff.

According to the budget, the expenditure incurred on raising the qualifications of the programme implementing and administrative staff is provided; this budget is divided for the purposes of the participation in conferences, qualification improvement and various scientific research expenses, totaling 19,000 GEL.

It is important to plan various scientific-research events of local or international importance, in which the staff of the Academy will participate. It is suggested for the staff to participate in exchange projects and programs, which will also have a positive effect on the development of the programme and the academic development of the staff. It is necessary for the staff to be active in terms of scientific-research publications.

The Academy conducts the evaluation of program staff and analyzes evaluation results on a regular basis.

To evaluate the educational programs and learning/teaching quality the following mechanisms and tools are used:

- Monitoring of students' academic performance;
- Analysis of quantitative indicators related to educational programs;
- Analysis of educational programs labor market and employers' requirements;
- Graduate employment rate and analysis;
- **Semester evaluation and analysis of the courses by students;**
- **Semester evaluation and analysis of academic and invited staff by students;**
- Evaluation and analysis of administration by students;
- Evaluation and analysis of services by students;
- Evaluation and analysis of the library by students;
- Evaluation and analysis of the educational program by graduates;
- Evaluation and analysis of the educational program by employers;
- Lecture attendance/peer evaluation;
- Evaluation and analysis of e-learning/teaching process;
- Evaluation of learning outcomes of educational programs;
- External collegial evaluation.

The main tools that used by the QA service to evaluate academic and invited staff are the following mechanisms:

- Semester evaluation and analysis of the courses by students;
- Semester evaluation and analysis of academic and invited staff by students;
- Lecture attendance/peer evaluation;
- Evaluation and analysis of e-learning/teaching process;
- External collegial evaluation.

According to the law program self-evaluation report, the Quality Management Service of the Academy regularly evaluates both the educational and research activities of the academic and invited staff implementing the educational programs, for which it evaluates the progress of the academic and invited personnel, the training and research process of their training courses in accordance with pre-established procedures and criteria. On the basis of “Free Academy of Tbilisi Quality Management Service Report”, we can conclude that QA service is active during the program administration. Quality assessment tools are used to evaluate the effectiveness of services available to students, individual counseling, and the quality of feedback provided by academic and visiting staff. For the evaluation of the learning/teaching process collegial attendance at lectures and seminars is also used, about which the lecturer is informed in advance and evaluation criteria are sent. The last evaluation mechanism of academic and invited staff is used to evaluate the staff in their teaching work. As for the research work evaluation, the Academy QA service uses other above mentioned tools of evaluation. Evaluation by the quality management service is carried out every semester. Assessment can be done fully or selectively. The results of the assessment are confidential to other Academy staff. So, the evaluation of academic and invited staff includes evaluation of their teaching and research work.

The Tbilisi Free Academy QA service evaluate academic and invited staff by using satisfaction surveys, that is presented in the accreditation documents (see annex # 12). According to the self-evaluation report, the results of staff satisfaction surveys and interview results, the Academy constantly takes care of promoting the research activities of the staff, organizing student scientific conferences, publishing and printing the works of the Academy's professors and teachers, monographs, articles, manuals and auxiliary manuals. The material and financial resources supporting the implementation of scientific/research activities by the personnel are provided in the budget and also in the strategic development and action plans. The results of the evaluation are taken into account when using the mechanisms of staff promotion, incentives and are used for their professional improvement.

As it is described in the self-evaluation report, the Academy conducts various types of training courses, in particular, the following were held in the nearest future:

- 17.11.2022 - Training - "The first key to success in life";
- 12.10.2022 - Training - "How to use the program Turnitin";
- 22.09.2022 - informational meeting "Anti-plagiarism program Turnitin";
- 21.07.2022 - training - "Use of scientific bases";
- 06.07.2022 - training "How to prepare for an interview";
- 27.06.2022 - Webinar "International Construction Law";
- 17.06.2022 - Training - Green Economy;
- 10.06.2022 - public lecture "International financial institutions and their role in the development of society";
- 07.06.2022 - training "Mechanisms of job search";
- 03.06.2022 - public lecture "Economic Diplomacy of Georgia";
- 30.05.2022 - training "How to write CV and cover letter";
- - training - remote access to EIFL databases;
- 29.04.2022 - "PR" training;
- 15.04.2022 - training "Know your rights in the field of communication";

- 13.04.2022 - public lecture "Society and self-government";
- 31.03.2022 - "Data visualization" training;
- 10.03.2022 - informational meeting about the rules for using the library;
- 16.12.2021 - training "What is contemporary marketing?";
- 27.10.2021 - training "Using black PR elements in eclectic mass media";
- 19.10.2021 - training "Language, thinking and modern man";
- 16.09.2021 - training "Strategic planning based on the matrix of the Boston consulting group";
- 09.06.2021 - training "Raising awareness of plagiarism";
- 29.05.2021 - Training "Challenges of hybrid teaching in the university space".
- 28.05.2021 – training "Challenges of hybrid teaching in the university space";
- 14.05.2021 - training "Corruption and people: causes, consequences, control";
- 02.03.2021 - training "The role of self-esteem in a leader";
- 25.02.2021 - training "What moves us forward";
- 08.02.2021 - "Feeling the Mission" training;
- 15.01.2021 - "XXI century and feminization of business" training.

It follows that the Academy provides necessary conditions for fostering scientific, research, creative/performing work of academic and invited staff. Even though the Academy promotes participation of academic and invited staff little by little, in international projects and researches. Anyway, the Academy has many international relationship and cooperation indicators that make the potential for further developments.

Evidences/Indicators

Self-evaluation report.

- Bachelor Law Program.
- Research activities of personnel.
- Free Academy of Tbilisi Quality Management Service Report 2020-2021.
- The results of staff satisfaction surveys.
- Interview results.
- Personal files of academic staff and invited lecturers involved in the implementation of the programme
- "Mechanisms for monitoring the effectiveness of management and evaluation system” Approved by the Resolution N4 of the Senate of the Free Academy LLC on April 11, 2022.
- Quality management mechanisms of Tbilisi Free Academy LLC and their evaluation system, approved by Senate resolution N3 of February 25, 2021,
- Regulations of the quality management service of the Tbilisi Free Academy LLC, approved by the resolution N5 of April 18, 2022 of the Senate
- Programme Budget

Recommendations:

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X		<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

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

The program is provided with the necessary infrastructure and is equipped with modern technologies. The classroom has a computer and projector.

The presented Program is provided with a moot courtroom that simulates a real court environment to give students an opportunity to put their learning into practice by using the practical components in the learning process.

The program provides the necessary infrastructure and technical equipment required for achieving program learning outcomes.

Material Resources - A relevant electronic database exists for the planning and implementation of educational procedures. By means of them, students are provided with detailed information on the educational process.

Library - library space is available for the students, the PC study corner. University Library is determined with the literature of multi-profile content.

Online literature and Georgian legal system databases are also accessible from the library, full access to the online databases gives the student top opportunity to study and make research, using comprehensive foreign sources and applying them in their study development.

In the Library, the electronic catalog is flexible. Students also can use the books themselves. A librarian facilitates the distribution of the books.

While checking syllabi, the field experts randomly selected several books from different courses. All of them were found in the library. E-books are located on the electronic portal of the University and are accessible to the students.

To sum up, All the indicated basic factors in addition to sufficient infrastructure and resources provide necessary arguments in favor of the conclusion that the objectives of the presented Program are realistic and achievable.

Evidences/Indicators

- Bachelor of Law - educational program with enclosed documents;
- Self-evaluation report of the educational program;
- Site visit and interviews with various stakeholders/students/Alumni - of the Institution.

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 allocation of financial resources stipulated in the program budget seems economically feasible and corresponds to the program need. The program budget is essentially covered by tuition fees of students. Actually, it covers direct expenses incurred for the implementation of the program/Remuneration of academic staff/material incentives/Business trip expenses of program

staff/Business trip within the country and abroad/ Expenditure on raising the qualifications of program implementing/Administrative personnel/Expenses of participation of academic staffing various seminars and conferences/scientific studies/expenses of electronic databases/Library expense/books and periodicals.

If the program has the ambition to be competitive enough on the national/regional/international level, increasing the budget will be in our regard necessary, taking in account grants or other ways of financing.

Developing a program means necessarily developing a budget, so that the support of the Academy, as in fact mentioned during the interviews, would of course be important for the future sustainability of the BA program. Additional budget must be adapted/linked to the future evolution goals, some of them having been mentioned during interviews and/or suggested in this report (for example, intensifying the international strategy linked to the program/intensifying international programs for students/introducing courses in English language/increasing the participation of international invited staff).

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development
- Introducing other budget lines which would specifically mention the support of students in national and international activities/programs, like moot courts for example or other kinds of activities.
- Same suggestion concerning invited international staff.
- Developing a more precise marketing-budget strategy

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X		<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

Based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit, the expert panel members evaluated internal quality mechanisms of Free Academy and their appliance to the presented program.

At the Academy internal quality mechanisms are stipulated in the Regulation of Internal Quality Office, methodology of Planning, Designing and Development of Educational Programmes, Regulation for Quality Mechanisms and their Assessment System. According to the Quality Management Service Report (attachment 11), the quality management system ensures the assessment and development of the quality of the Academy's activities in all directions - educational programs and the learning process, human and material resources, student services, internationalization, research, organizational management, and contribution to the development of society. Quality Management System is based

on the PDCA cycle. Programme staff collaborated with the internal quality assurance office when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results.

As Academy representatives described an educational programme was designed by the Program Planning, Design and Development Group which was created based on the order of the rector of the academy. Law BA program was planned and designed in accordance with the labor market survey and employer requirements. For example, subject named Innovations Law was prepared and inserted in the program curricula based on the considerations with employers. Students and graduates of the Academy were involved as well. During the working process the Group compared the Law BA program to the other Georgian and foreign programs. Foreign programs were selected mainly from the common law countries, namely Queen Mary's College. As Group members explained they have selected the College because of its development history related to the law program. College started law program fulfillment only with 50 students and step by step they have developed it. So the process of this development, teaching methodology, quality mechanisms were the interesting issues for the Academy. As the abovementioned Group is the permanent body and it is responsible for the program development the results of students, academic and invited personnel evaluation will be presented to this group as well.

During the working process, the quality assurance office consulted the Group and personnel involved in the program fulfillment about accreditation standards and procedures, internal and external quality mechanisms of the Academy, etc. Their interview results showed that the process was cooperative and suggestions of involved parties were discussed and considered.

According to the documentation and interview results, the process of planning and designing of the Law BA program was held in accordance with the internal regulations of the Academy. Academy has provided relevant activities during pandemic for implementing the learning process electronically including adapting library resources to be used online by the students and personnel. But any document regarding relevant methodology or some kind of regulation was not presented by the Academy.

Evidences/Indicators

- Self-Assessment and attached documentation
- Additional documentation presented by HEI
- Interview Results

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Academy uses external quality assurance mechanisms according to the legislation. It passes the accreditation process of the programs which are provided by the Academy. As it is mentioned in the Self-Assessment document and Academy representatives explained during interview sessions Law BA program was evaluated by the external experts. The document of external evaluation was not presented neither in the attachments of the Self-Assessment Report nor in the additionally presented documents. So the expert panel had no possibility to read it and identify what kind of recommendations were issued by the experts. Though, the Self-Assessment Group members mentioned that the involvement of the external experts and their recommendations were very useful during the program designing process. It would be interesting to have the possibility for the expert panel to read the external experts' opinion and recommendations and evaluate how they reflected the program designing process. It is the non-mandatory mechanism of quality assurance envisaged in the accreditation standards. But if the higher educational institution uses that mechanism and declares that it was applied, the relevant evidence should be presented as well.

Evidences/Indicators

- Self-Assessment and attached documentation
- Additional documentation presented by HEI
- Interview Results

Recommendations:

It is recommended to present an external evaluation document when it is mentioned in the Self-Assessment Report and named during the interview as well.

Suggestions for the programme development

Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

According to the Regulation for program planning, designing and development Quality Management Service conducts a survey for the development of the programme based on the quality assurance tools/surveys/interviews. Analysis of the Service (report) and recommendations are submitted to the Senate of the academy for further reaction.

Programme monitoring and periodic review is conducted with the involvement of academic, invited, administrative staff, students, graduates and employers through systematically collecting and analyzing information. As the Quality Assurance Mechanisms Document defines, Quality Assurance Office provides students' academic results monitoring at the end of each semester. Program, each subject, each lecturer is evaluated by the students as well. The programme is modified based on the analysis of assessment results, in order to ensure its modernization. During planning and designing of Law BA program employers' and other program graduates involvement was provided. As it was mentioned during the interview, graduates' main requirement was to strengthen the English language component in the program curricula. The same requirement was mentioned by the employers as well. Academy has special forms of questionnaires for the monitoring process. The students evaluate not only programs, academic and invited staff or subjects but administration services, infrastructure, students' involvement in the researches. Academy has a separate form for general satisfaction evaluation of the students and satisfaction of academic and invited personnel. Learning outcomes of the programs are assessed by the Quality Assurance Office and relevant program faculty based on various surveys and data. The mechanism and process for the learning outcome evaluation are defined in the internal regulations, but the Academy has not provided the learning outcome map or scale for the Law BA program.

Employers were involved in the program designing process. They mentioned that they will cooperate with the Academy within the Law BA program if the students show the skills and competences which are expected from them.

As the program is newly designed the involvement of the various groups of stakeholders was provided. But the main challenge for the Academy is permanent development of the program as on the educational market of Georgia there are many Universities suggesting Law programs to the stakeholders. As the program coordinators and Self-Assessment Group mentioned several times, they want to create a program which graduates competitive professionals. This was the reason why they provided various subjects required by the employers. Among them innovation law was highlighted. Having discussed the syllabi of it with the lecturer and program coordinators it really suggests a new field of law to the students and it is quite relevant nowadays. So it would be reasonable if the Academy

provides a labor market survey in the light of technology and innovation law and continues further development of the curricula within this line in a parallel of fundamental subjects. This might be really innovative for the students as in a technological era where everyday relations of people are quite affected by permanently developing technologies new challenges for lawyers are appearing case by case.

The internal regulations and quality assurance system of Academy will reasonably provide further development of the program if the relevant mechanisms are applied periodically and they are used for the development of the program in such manner that Quality Assurance Office and Program development Group catches the main challenges of labor market and make them to turn into preference of the program.

Evidences/Indicators

- Self-Assessment and attached documentation
- Additional documentation presented by HEI
- Interview Results

Recommendations:

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

Suggestions for the programme development

It would be reasonable if the Academy provides a labor market survey in the light of technology and innovation law and continues further development of the curricula within this line in a parallel of fundamental subjects.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

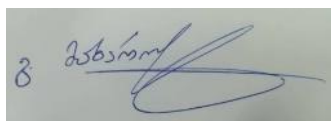
Chair of Accreditation Expert Panel



Full name, signature Anne Klebes-Pelissier

Accreditation Expert Panel Members

Giorgi Makharoblishvili



Sophio Ugrekhelidze



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Tatia Uberi



Full name, signature



Eka Kavelidze