

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	25/001
Higher Education Institution:	Ivane Javakhishvili Tbilisi State University
Location:	Tbilisi, Georgia
Study programme:	Vocational Education and Human Resources Development (Master)
	Master in Education Sciences (Master)
Type of accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

Accreditation

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with three conditions.

- **Condition 1** (see chapter 3.2.2):
 - A) The University ensures that all students of the master's programmes receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation.
 - B) TSU revises the wording of the programme learning objectives so that they are formulated in accordance with an internationally used theoretical foundation. For instance, this might be the taxonomies by Bloom et al. or by Manzano & Kendall.
- **Condition 2** (see chapter 5.1): The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 3** (see chapter 5.3.1): The University provides comprehensive information about content, curriculum, and exam regulations in English on the website of TSU for the study programmes in a user-friendly way.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Period of Accreditation: March 27, 2026, to March 26, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Ivane Javakhishvili Tbilisi State University, Georgia

Master programmes:

1. Vocational Education and Human Resources Development
2. Master in Education Sciences

Qualification awarded on completion:

Master in Education Science

General information on the study programme

Brief description of the study programmes:

Vocational Education and Human Resources Development: This master's programme prepares professionals for advanced roles in vocational education, workforce development, and human-capital management. Developed jointly by TSU, Otto von Guericke University Magdeburg, and GIZ, the programme provides students with both theoretical depth and applied competence through modules on VET systems, adult learning, HRD strategies, research methods, and digital education. Graduates can analyse training needs, design learning programmes, manage reforms, and conduct independent research, culminating in an empirical Master's Thesis. The qualification equips them for careers in education institutions, public agencies, and private organisations, or for further doctoral study.

Education Sciences: The programme prepares highly qualified educational professionals with strong theoretical foundations and practical skills in education policy, management, and quality development. Graduates understand system structures, governance, policy processes, and international standards. Emphasis is placed on research competencies that support educational reform. The curriculum has been regularly updated to align with European standards and includes courses in philosophy, pedagogy, research methods, psychology, management, assessment, and inclusion, complemented by electives and culminating in a master's thesis. Graduates work as training managers, HR specialists, policy advisors, curriculum designers, and project coordinators across vocational schools, universities, public agencies, and private enterprises.

Type of study programme:

Master programmes

Projected study time and number of ECTS credits assigned to the study programme:

Both programmes: 2 years, 120 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

1. Vocational Education and Human Resources Development: ten students per cohort
2. Master in Education Sciences: 30 students per cohort

Programme cycle starts in:

1. Vocational Education and Human Resources Development: fall semester
2. Master in Education Sciences: fall semester

Initial start of the programme:

1. Vocational Education and Human Resources Development: 2025
2. Master in Education Sciences: 2006

Type of accreditation:

initial accreditation

Accreditation in one cluster (cluster 25/001) with:

PhD in Governance and Administration in Education and Science and Vocational Education

Procedure

A contract for the initial accreditation of the Vocational Education and Human Resources Development and Master in Education Sciences (Master in Education Sciences) was concluded between FIBAA and Ivane Javakhishvili Tbilisi State University, Georgia, on January 16, 2025. On November 17, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Hermann Josef Abs

University of Duisburg-Essen

Professor for Education Research

Educational Sciences, Teacher Education, Educational Psychology, Educational Policies, International Comparison

Simone Campanella

University of Macerata

PhD Student - Teaching and Learning Science

Affiliated Prof. Dr. Maia Chkotua

International Black Sea University

Affiliated Professor in Education Sciences, Head of the Teacher Training Educational Programme

Prof. Dr. Karl-Heinz Gerholz

University of Bamberg

Professor for Business and Human Resources

Prof. Dr. Marcus Pietsch

Leuphana University of Lüneburg

Professor of Educational Management and Quality Development

Iman Andrea Reimann

Kita Regenbogen-Kidz Berlin-Charlottenburg

Chairperson and Educational Director

Educational Governance and Management

FIBAA project manager:

Dr Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on January 21–22, 2026 at the HEI's premises in Tbilisi, Georgia. The same cluster included an appraisal of the doctoral programmes "Governance and Administration in Education and Science" and

¹ The panel is presented in alphabetical order.

“Vocational Education” (PhD in Education Science). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on March 9, 2026. The statement on the report was given up on March 17, 2026. It has been taken into account in the report at hand.

Summary

The Master's degree in Vocational Education and Human Resources Development and the Master in Education Sciences offered by Ivane Javakhishvili Tbilisi State University fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² study and exam regulations due to a missing integration of the grading table into the diploma supplement and a misalignment between how the learning objectives are worded and established taxonomies, Quality assurance and quality development with respect to contents, processes and outcomes due to missing proof of control loops and the Programme description due to missing information about the study programmes. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.2):
 - A) The University ensures that all students of the master's programmes receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation.
 - B) TSU revises the wording of the programme learning objectives so that they are formulated in accordance with an internationally used theoretical foundation. For instance, this might be the taxonomies by Bloom et al. or by Manzano & Kendall.
- **Condition 2** (see chapter 5.1): The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 3** (see chapter 5.3.1): The University provides comprehensive information about content, curriculum, and exam regulations in English on the website of TSU for the study programmes in a user-friendly way.

Proof of meeting these conditions is to be submitted by December 26, 2026.

The panel members identified several areas where the programme could be further developed and **recommend**:

- introducing additional institution-specific requirements for further strengthening the selection process (see chapter 2.1);
- further elaborating and systematising its measures ensuring gender equality and non-discrimination (see chapter 3.2.4);
- articulating more clearly how intercultural competences are fostered throughout the study programmes (e.g., through mentoring formats or compulsory modules) (see chapter 3.4.1).

² These aspects are asterisk criteria which means that they are essential for the study programme.

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programmes exceed the quality requirements:

- Objectives of the study programme (see chapter 1.1);
- International orientation of the study programme design (see chapter 1.2);
- Positioning of the study programme in the educational market (see chapter 1.3.1);
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3);
- Logic and conceptual coherence (see chapter 3.1.1);
- Integration of theory and practice (see chapter 3.1.3);
- Interdisciplinary thinking (see chapter 3.1.4);
- Methods and scientific practice (see chapter 3.1.6);
- Guest lecturers (see chapter 3.3.3);
- Internal cooperation (see chapter 4.1.5);
- Student support by the faculty (see chapter 4.1.6);
- Programme Director (see chapter 4.2.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2.2);
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1);
- Cooperation with business enterprises and other organisations (see chapter 4.3.2);
- External evaluation by alumni, employers and third parties (see chapter 5.2.3).

In addition, the Vocational Education and Human Resources Development:

- Positioning of the study programme on the job market for graduates ("Employability") (see chapter 1.3.2);
- Logic and plausibility of the didactical concept (see chapter 3.3.1).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Ivane Javakhishvili Tbilisi State University (TSU), established in 1918 as the first public university and research-intensive institution in the Caucasus, serves as the foundation of modern higher education in Georgia. Throughout its more than century-long history, TSU has played a role in shaping the country's intellectual and scientific development. Today, TSU stands as the largest and most influential higher education institution in Georgia, uniting seven faculties: Law, Economics and Business, Humanities, Medicine, Social and Political Sciences, Exact and Natural Sciences, and Psychology and Educational Sciences; along with sixteen independent scientific research institutes and numerous affiliated centres and laboratories. The University implements 221 local and international academic and research programmes in cooperation with partner universities, research institutions, and development organisations worldwide. TSU is ranked in the Times Higher Education World University Rankings and is a national leader in Erasmus+ International Credit Mobility (ICM) projects. Currently, approximately 26,000 students are enrolled in undergraduate, graduate, and doctoral programmes, benefiting from TSU's broad academic and research environment. These programmes form an integral part of TSU's strategic mission to enhance the quality and relevance of teacher education and educational leadership studies within the University's academic portfolio. They complement other degree programmes of the Faculty by addressing the specific professional preparation and research needs of the education sector, vocational training system, and science governance fields. Designed in alignment with European standards, they combine theoretical depth with applied orientation and reflect TSU's institutional commitment to excellence in teaching, research, and innovation. Students benefit from TSU's interdisciplinary setting, extensive mobility opportunities, and access to its broad academic and professional community.

Both programmes have gone through national accreditation in 2024-2025 under the leadership of international experts by the National Center for Educational Quality Enhancement in Georgia. Within the Faculty of Psychology and Educational Sciences, TSU offers a distinguished cluster of programmes oriented toward advancing education systems, human resource development, and governance in science and education.

Further development of the programme, statistical data and evaluation results

Vocational Education and Human Resources Development

The Master's Programme in Vocational Education and Human Resources Development was first accredited in 2023 as part of the cluster with the Doctoral Programme in Vocational Education and underwent its second accreditation in summer 2025 by the National Center for Educational Quality Enhancement of Georgia. The programme was developed in line with Georgia's National Strategy for Education and Science 2022-2030 and European frameworks for lifelong learning and workforce competitiveness. It is one of the first English-taught master's programmes in Georgia, designed to build academic and professional capacity in vocational education management, human capital development, and labour market-oriented training systems. Since accreditation, the programme has demonstrated consistency in its structure

and implementation, maintaining its competence-based learning outcomes, modular approach, and focus on integrating research, practice, and policy.

The programme consists of theoretical foundations and applied research and practical field experience. Since its implementation, the Master's Programme in Vocational Education and Human Resources Development has maintained a stable and selective admission profile. The first cohort was enrolled in the 2024-2025 fall semester, following the national regulation that defines a unified timeline for universities to announce calls for master's programmes, subsequently followed by state-administered unified entrance examinations. This regulation determined the timing of the programme's initial student intake after accreditation.

Figure 1: Statistical data of Vocational Education and Human Resources Development

	1. Cohort - 2024-2025 Fd	Cohort - 2025-2026 Fd
# Study Places offered by HEI	5	5
# Applicants	Σ 13 f m	14
Application rate	260.00%	280.00%
# First-Year Students (accepted applicants)	Σ 3 f m	5
Rate of female students	2	5
# Foreign Students	Σ 0 f m	0
Rate of foreign students	0	0
Percentage of occupied study places	60.00%	100.00%
# Graduates	Σ N/A f m	N/A
Success rate (students who finished their studies)	N/A	N/A
Dropout rate (students who dropped their studies)		
Average duration of study	4 semesters	4 semesters

The gender distribution across both cohorts is seven females (87.5%) and one male (12.5%), reflecting the prevalent demographic trend in the education sciences and human development fields. The student success rate, based on course completion and cumulative assessment results, stands at 95%, and the average final grade is 3.7 out of 4.0 points (93%), exceeding institutional benchmarks for graduate-level performance. The average duration of study is two years (four semesters), with the expected graduation rate for the first cohort projected at 90-92% by mid-2026. No academic withdrawals, suspensions, or dismissals have occurred since the programme's inception. This stable pattern of small, selective admissions, typically three to six students per cohort, ensures optimal supervision, intensive mentoring, and personalised academic support. The combination of high retention, academic achievement, and strengthened international collaboration confirms the programme's quality, sustainability, and contribution to building Georgia's professional and institutional capacity in vocational education and human resource development.

Master's Programme in Education Sciences

Figure 2: Statistical data of Education Sciences

	1. Cohort - 2020-2021 Fall	2. Cohort - 2021-2022 Fall	3. Cohort - 2022-2023 Fall	4. Cohort - 2023-2024 Fall	5. Cohort - 2024-2025 Fall	Cohort - 2025-2026 F
# Study Places offered by HEI	65	66	67	69	65	50
# Applicants	Σ	153	192	74	69	97
	f					
	m					
Application rate	235.38%	290.91%	110.45%	100.00%	149.23%	220.00%
# First-Year Students (accepted applicants)	Σ	57	43	30	18	31
	f					
	m					
Rate of female students	0	0	0	0	0	31
# Foreign Students	Σ	0	0	0	0	0
	f					
	m					
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	87.69%	65.15%	44.78%	26.09%	49.23%	62.00%
# Graduates	Σ	32	18	11		
	f					
	m					
Success rate (students who finished their studies)	60.00%	43.00%	38.00%			
Dropout rate (students who dropped their studies)	3.00%	5.00%				
Average duration of study	4 semester	4 semester	4 semester	4 semester	4 semester	5 semester

The Master's Programme in Education Sciences has been offered since 2006. It remains one of the most established and comprehensive programmes in the Faculty of Psychology and Educational Sciences. It has been accredited multiple times, most recently in Spring 2025. The student success rate, measured by coursework completion and thesis defense, averages 92-95%, while the average final grade across cohorts stands at 3.63 out of 4.0 (90.8%). The average study duration remains within two academic years (four semesters), and completion rates exceed 90% for each cohort, with fewer than 5% suspension or withdrawal.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme's qualification objectives were developed through collaboration among TSU, the Otto von Guericke University Magdeburg, and GIZ. Stakeholder input, including from employers, the Ministry of Education and Science of Georgia, and alumni from neighbouring programmes, shaped objectives that meet labour-market demands while adhering to ESG 2015, EHEA, and NQF Level 7 standards.

The programme aims to train professionals with both theoretical depth and applied competence in vocational education, workforce development, and human capital management. Its graduates are expected to analyse training needs, design learning programmes, manage institutional reforms, and apply research to policy and organizational development. The curriculum combines academic and practice-oriented modules such as Vocational Education Systems and Reform, Adult Learning and Lifelong Education, Human Resources Development Strategies, Research Methods, and Digital Competence in Education. The capstone Master's Thesis requires students to conduct empirical research addressing a real-world problem in Human Resources Development (HRD) or Vocational Education Training (VET).

Graduates receive the qualification MA in Education Science. They are qualified to work across a broad range of contexts as training managers, HR specialists, policy advisors, curriculum designers, and project coordinators in vocational schools, universities, public agencies, and private enterprises. Graduates can pursue further doctoral studies or international career opportunities, supported by the programme's English-language and research components.

The programme develops academic and research skills such as critical analysis of policy frameworks, data-driven decision-making, and advanced report writing, along with the ability to plan, evaluate, and lead education and training projects. Students gain practical experience through internships and institutional collaborations. They also acquire personal competencies, including leadership, teamwork, intercultural communication, and digital literacy. The emphasis on reflection and innovation fosters graduates who are adaptable to technological and social changes shaping the global labour market.

Upon completion of the programme, a graduate will be able to:

- Independently conduct research in the fields of VET and human resource development, considering local and international contexts;
- Create, evaluate and plan policies in the field of VET and human resource development through application of national and international experience;
- Plan and coordinate policy implementation at governance and management levels
- Manage a unit in VET policy and educational institutions, both in standard and changing environments.

The master's level is justified by the programme's balance between advanced theory and applied practice. It builds upon undergraduate foundations by introducing specialised knowledge, complex analytical tasks, and independent research, consistent with NQF Level 7 descriptors: in-depth knowledge, problem-solving skills, and professional autonomy. The qualification objectives are defined in the Programme Document and Curriculum and are publicly accessible through the TSU website. They are communicated via syllabi and academic advising. To ensure ongoing relevance, the qualification objectives are reviewed every three years in cooperation with partner universities and industry representatives. Benchmarking with European programmes in vocational pedagogy and HRD, particularly in Germany, Finland, and Ireland.

Master's Programme in Education Sciences

The programme aims to prepare highly qualified educational professionals with theoretical knowledge and practical competencies in education policy, management, and quality development. Throughout its history, the programme has undergone numerous curriculum updates to reflect developments in the field and ensure compliance with European standards. Learning outcomes are regularly reviewed, and revisions are implemented based on stakeholder consultations, student feedback, and analysis of master's theses. The programme's teaching and assessment methods integrate modern digital tools and blended learning approaches, fostering flexible and student-centred learning.

Learning outcomes are:

Knowledge and Understanding	Upon completion of the programme, the student has systematic knowledge in the field of the following issues: • pedagogical/psychological disciplines; • educational research methods; • key markers of the education system - education policy, education management, evaluation of education, and quality development; • intercultural and inclusive education processes.
Skills	The MA course graduate is able to use the gained knowledge in practice purposefully, namely: • Definition of the relation of the country's education system to the international education space and implementation of specific events aiming at approximation to the international space; • Deep analysis of the latest scientific achievements in the field of education sciences and development and implementation of the intervention methodology to deal with emerging problems; • Planning and implementation of educational research; • Definition and evaluation of the quality of education in general and higher education systems; • Definition of forms, principles, and methods of learning/teaching and their application, taking into consideration specific educational needs; • Organisation of intercultural and inclusive education.
Responsibility and Autonomy	The MA course graduate has: • the skill of identification and solution of the problem independently;

	• the skill of conducting the study process independently, permanent innovation of the knowledge; • the skill of reflection in the process of professional activities; • the skill of observing ethical norms in professional activities.
--	---

Appraisal:

The panel applauds the programmes for systematically basing the programme's qualification objectives on the specific requirements of the target group, the targeted professional field, and the societal context of the discipline. The Master in Vocational Education started only in 2025, however the programme already meets the exceeding benchmark. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework. They embrace academic proficiency, comprehensive employability, and the development of each student's individual personality. The objectives of the programme, Master in Education Sciences, have been reviewed since 2006 for their adequacy and up-to-dateness and adapted accordingly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)		x			

1.2 International orientation of the study programme design (Asterisk Criterion)

Vocational Education and Human Resources Development

The MA in Vocational Education and Human Resources Development was conceived as an English-language international programme designed to respond to the globalisation of labour markets and the growing need for professionals capable of managing education and workforce systems across borders. Its creation with GIZ support and in collaboration with Otto von Guericke University Magdeburg directly reflects TSU's strategic goal to internationalise teaching and research, promote mobility, and attract international students. The programme's international outlook is evident in both content and delivery. Courses such as International Trends in VET and HRD, Comparative Education Systems, and EU Lifelong Learning Policy integrate global policy frameworks, comparative data, and international case studies. English serves as the language of instruction, and faculty members bring extensive international experience from EU and UNESCO-funded initiatives. Students engage with Erasmus+ mobility opportunities and joint seminars with European partner universities, fostering multicultural learning and professional networking.

The programme received its first incoming international student from Finland and sent two outgoing students to Wurzburg, Germany, in the 2025-2026 fall term. Graduates are equipped to work abroad or in international contexts as HRD specialists, project managers, or education consultants within multinational corporations, NGOs, or development agencies. The programme's English-medium structure and exposure to international methodologies enhance graduates' competitiveness in both Georgian and global job markets. Internationalisation is a

dynamic, continuously reviewed process. Regular benchmarking against European programmes, participation in international projects, and collaboration with EU universities ensure ongoing modernisation of curricula and learning outcomes. The Faculty of Psychology and Educational Sciences annually reviews course content to integrate new international trends such as green skills, AI-driven HR development, and digital transformation, maintaining the programme's European and global relevance.

The internationalisation component is significantly strengthened through cooperation with European partner universities, such as Otto von Guericke University Magdeburg, the University of Limerick, and Malmö University, which was expanded to include joint teaching initiatives, visiting lectureships, and exchange opportunities for both students and academic staff. The programme also increased its participation in Erasmus+ and DeSiRe project activities, enhancing exposure to European models of human resource and vocational education management. Students now benefit from access to international workshops, blended-learning modules, and cross-institutional collaboration across the EHEA.

Master's Programme in Education Sciences

The programme embodies a distinctly international and comparative vision, equipping graduates with the competencies required for leadership within globally interconnected education systems. Its international orientation is fully aligned with TSU's Internationalisation Strategy, which emphasizes integrating global academic standards across postgraduate programmes and deepening institutional partnerships within the EHEA.

Internationalisation is woven throughout the programme's curriculum design, faculty expertise, and research engagement. The curriculum integrates cross-national perspectives on educational reform, policy analysis, and inclusive learning. Faculty members bring a wealth of international experience acquired through Erasmus+ mobility, Fulbright scholarships, and participation in international research consortia and conferences. Students benefit from exposure to joint research seminars, guest lectures by visiting scholars, and exchange opportunities with leading European universities.

Graduates are equipped to operate confidently in both Georgian and international contexts. Their qualifications open pathways to careers in international schools, education policy and research institutions, and development organizations such as UNESCO, UNICEF, and the European Training Foundation. The programme fosters attributes essential for success in global professional environments, cross-cultural communication, critical analysis of diverse education systems, and adaptability to changing social and technological contexts.

The international dimension also serves as a catalyst for career advancement, expanding graduates' academic and professional mobility and positioning them competitively in global labour markets. Continuous enhancement of the programme's global relevance is ensured through regular curriculum review, participation in international research collaborations, and student and staff mobility initiatives under Erasmus+ International Credit Mobility (ICM).

Appraisal:

The panel applauds the University for the design of both programmes, which appropriately takes into account the required international aspects, with respect, too, to its graduates'

employability. Furthermore, due to the programmes' strong emphasis on internationality in both teaching and learning, reflected in its curriculum content, guest lectures by visiting scholars, and exchange opportunities with leading European universities, the programmes equip graduates with the knowledge and skills needed to competently handle international tasks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Vocational Education and Human Resources Development

The programme occupies a distinct niche in Georgia's higher education market as the only English-language master's programme that combines VET and HRD within a single integrated academic framework. Designed with European partners through Erasmus+ collaboration, it serves both national and international students seeking to link workforce development with education policy. Another MA programme developed under this partnership is run by Batumi State University in Batumi, Georgia, in the country's western part. Competing programmes in Georgia focus primarily on education management or economics, lacking the cross-sectoral and international perspective that this programme offers. Students are attracted by its English-medium instruction, international faculty, and opportunities for academic mobility under Erasmus+ ICM partnerships. The programme's advantages include its interdisciplinary approach, practice-oriented curriculum, and employability focus aligned with global labour-market demands.

Master's Programme in Education Sciences

The programme is one of TSU's most established postgraduate programmes in education, with national and regional standing. While other Georgian universities offer similar programmes, TSU distinguishes itself through its academic legacy, integration of international perspectives, and alignment with European standards. The programme attracts students seeking a balance of research-oriented training and applied professional preparation. Competitors include Ilia State University, though TSU's broader faculty expertise, history, and Erasmus+ mobility opportunities give it a distinct advantage. The programme's comparative and international components, coupled with its highly qualified faculty, enhance its reputation for academic excellence. Students value the programme's comprehensive curriculum, methodological rigor, and pathways into doctoral study or educational leadership roles. Its continuous modernisation through international cooperation ensures that TSU remains a national benchmark for master's-level education in the social sciences.

1.3.2

Positioning of the study programme on the job market for graduates (“Employability”)

Vocational Education and Human Resources Development

Graduates are expected to be prepared for diverse professional roles that bridge education, workforce, and organisational development. Upon completion, they will be equipped for employment in human resources management, vocational education policy, curriculum design, training coordination, and project management. Future graduates are anticipated to work in ministries, international organizations, NGOs, training centres, and private-sector HR departments, benefiting from the programme’s English-language instruction and European orientation.

As the programme’s first cohorts are still in progress, formal employment data are not yet available. Nevertheless, mechanisms for graduate tracking and employer engagement have been established. TSU will monitor employability through graduate tracer surveys, stakeholder interviews, and partnerships with employer organizations involved in Erasmus+ and national reform initiatives. Regular consultations with HR directors, VET administrators, and representatives from international partner institutions will be used to evaluate graduates’ preparedness and the relevance of acquired competencies. Their feedback will continue to guide curriculum refinement, particularly in enhancing practice-based modules, internship opportunities, and digital-skills components, to ensure that the programme’s qualification objectives remain closely aligned with evolving labour-market needs in education, employment, and human-capital development.

Master’s Programme in Education Sciences

The programme prepares graduates for a diverse range of professional roles across schools, universities, public-sector agencies, and international organizations. Typical positions include education specialists, quality-assurance officers, instructional designers, policy analysts, and research associates. Many graduates continue their doctoral studies or advance into leadership roles in educational institutions. Employment opportunities are broad, encompassing public education authorities, private and international schools, NGOs, and development agencies. The programme’s research-based and internationally oriented curriculum ensures that graduates are equipped for positions requiring analytical thinking, curriculum innovation, and policy evaluation. TSU monitors graduate employment through alumni databases, tracer surveys, and regular dialogue with school principals, education experts, and ministry representatives. Employers participate in curriculum-review panels and advisory discussions, providing feedback on graduates’ competencies and evolving labor-market expectations.

1.3.2 Positioning of the study programme within the HEI's overall strategic concept

Vocational Education and Human Resources Development

The Master’s programme in Vocational Education and Human Resources Development was introduced to meet growing labour-market needs for professionals skilled in integrating education, workforce, and organisational development. It supports TSU’s strategic mission to provide interdisciplinary, internationally competitive education aligned with societal and economic priorities. Developed through Erasmus+ collaboration with European partners, the

programme fits within the Faculty of Education and Psychology and advances TSU's goals of increasing the number of internationally accredited and English-language programmes. The decision to launch it was driven by consultations with employers, ministries, and international organizations that identified skill shortages in HR development and vocational training management. TSU provides institutional backing through funding for Erasmus+ mobility, engagement with international faculty, and support from its Quality Assurance and Career Services units. The programme's alignment with TSU's lifelong learning and employability agenda highlights its importance in producing graduates capable of advancing education and workforce development both in Georgia and internationally.

Master's Programme in Education Sciences

The programme is firmly positioned within TSU's mission to promote educational excellence and research-informed practice in line with Georgia's national education reforms. As one of TSU's long-established graduate programmes, it contributes to the strategic goal of strengthening academic capacity and leadership in education. The programme was designed to address the need for professional educators, policy analysts, and researchers who can contribute to educational innovation and system improvement. Situated within the Faculty of Education and Psychology, it complements TSU's strategic focus on internationalization, modernization of teaching methods, and digital transformation of education. University support includes access to modern research facilities, participation in Erasmus+ and national educational projects, and ongoing curriculum updates informed by stakeholder feedback. The master's programme in Education Sciences exemplifies TSU's broader mission to link academic inquiry with societal progress by preparing graduates for leadership roles in education, research, and public policy.

Appraisal:

The panel acknowledges the strength of the two Master programmes and saw evidence that the University has thoroughly examined the educational market and used the results in establishing the unique and competitive profile of the two programmes.

For the **Master's Programme in Vocational Education and Human Resources Development**, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel applauds the master's in vocational education and human resources development for its thorough analyses of the job market for graduates equipped for employment in human resources management, vocational education policy, curriculum design, training coordination, and project management. This shows that the programme has comprehensively incorporated the results of its analyses into the study programme.

The **Master's Programme in Education Sciences** is convincingly integrated into the TSU's overall strategic concept. The study programme's qualification goals align with the HEI's mission and strategic planning. The panel commends the master's programme in Vocational Education and Human Resources Development for its qualification goals, which constitute the core of the HEI's or faculty's strategy and are sustainably implemented.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")		VET	ES		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

2. Admission

2.1 Admission requirements (Asterisk Criterion)

Both programmes

Admission regulations for the Master's programmes are defined in the Programme Description approved by the TSU Academic Council. They follow the national rules for access to master's studies and are reviewed before each admission cycle by the programme committee and the Faculty Quality Assurance Service. Eligible applicants must hold a bachelor's degree or equivalent qualification and pass the National Master's Exam administered by the Ministry of Education and Science of Georgia. Additional institutional requirements include a minimum B2-level English proficiency, demonstrated through an international certificate or TSU's internal test. For the Master programme in Vocational Education and Human Resources Development, applicants must also submit a motivation letter and complete an interview assessing leadership potential, interpersonal skills, and alignment with programme objectives. Prior professional experience in vocational education or HR, and German language skills, are considered an advantage.

The Selection Committee evaluates applications to ensure fairness and transparency. The process aligns with TSU's regulations on obtaining and suspending student status and is consistent with national mobility and qualification standards.

Information on eligibility, required documents, and deadlines is disseminated through the TSU website, programme catalogue, and open-door sessions. Admission statistics and procedures are annually reviewed for compliance with institutional and national quality benchmarks.

2.2 Counselling for prospective students

Counselling services for applicants at TSU are an integral part of the admission process and are designed to assist all prospective students at bachelor's, master's, and doctoral levels in understanding programme requirements, application procedures, and academic expectations. The services are particularly beneficial for first-time applicants and working professionals seeking to continue their education.

Applicants can obtain information through multiple communication channels, including the TSU official website, faculty webpages, and university brochures available both online and on campus. Admission requirements, deadlines, and contact details of responsible units are clearly published to ensure transparency. Applicants may seek advice via email, telephone, or in-person visits, and many faculties organise online information meetings or consultation sessions during the admission period.

Counselling activities are coordinated by Programme Coordinators who provide academic and procedural guidance, answer questions regarding eligibility, required documentation, and research proposal preparation, and direct applicants to relevant faculty or administrative staff. Before each admission cycle, TSU organises open information days, faculty presentations, and Q&A workshops where potential candidates can interact with academic staff, supervisors, and current students. These sessions cover study structures, academic expectations, and future career perspectives. Applicants also receive basic guidance on funding opportunities, application timelines, and document submission.

2.3 Selection procedure (if relevant)

Admission to the Master's Programmes is in line with the national and institutional regulations governing graduate studies at TSU. Applicants must hold a bachelor's degree and successfully pass the Unified Master's Examination organised by the National Assessment and Examinations Centre (NAEC). Upon passing the national threshold, applicants submit a set of documents to TSU, including academic transcripts, a curriculum vitae, and a motivation letter (only Master programme in Vocational Education and Human Resources Development). The Selection Committee evaluates these materials to ensure the applicant's academic suitability and alignment with the programme's interdisciplinary focus. Later on, interviews are scheduled with Master programme in Vocational Education and Human Resources Development applicants; these interviews follow an approved rubric, and individual assessments are documented. For the Master in Education Sciences, there is an exam in the field with a coefficient of 80% for the final point and 20% for the foreign language. The entire process is transparent and adheres to merit-based principles, ensuring that admitted students have the academic background required to succeed in an internationally oriented programme. After the interviews, the results of the Unified Masters' Exams, English-language proficiency level, and interview results are combined, and applicants are ranked by their performance. Admission results are published through official TSU communication channels.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

Vocational Education and Human Resources Development

While professional experience is not an obligatory admission requirement, it is preferred for applicants to the Master's Programme in Vocational Education and Human Resources Development. Preference is given to applicants who have worked in fields such as vocational education, workforce development, human resources, or training management. These experiences are viewed as enhancing academic engagement and readiness for applied practice-oriented coursework.

Applicants' professional experience is reviewed qualitatively rather than by a fixed duration. Relevant internships, consulting projects, or organizational roles demonstrating engagement in education or HRD are accepted as evidence of professional maturity. The programme builds upon such backgrounds by integrating field-based case studies, applied projects, and research assignments, enabling students to connect theory and practice while developing competencies in education management, skills development, and human capital policy.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences does not formally require professional experience for admission.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme is delivered entirely in English, and applicants must demonstrate proficiency at the B2 level. Language skills are verified through internationally recognised certificates or

the TSU internal English examination. Candidates are expected to possess sufficient competence to understand theoretical texts, participate in class discussions, and prepare written assignments in English.

Language development is embedded in the programme's academic practice: instruction, assessment, and research projects all require active use of English. Faculty members provide corrective feedback on students' written work and presentations to ensure continuous improvement.

The programme also offers two study courses in German Language (A1 and A2). Similarly, knowledge of German is considered an additional advantage, reflecting the programme's international network of collaboration with European partner institutions.

Master's Programme in Education Sciences

The primary language of instruction for the programme is Georgian, but several modules and academic resources require proficiency in English at the B2 level. Applicants must confirm this competence through an internationally recognized certificate or the TSU English-language examination at the time of admission. Applicants can additionally apply with German or French language proficiency.

To strengthen students' academic literacy, the programme integrates English-language readings, international case studies, and research methodology texts in the curriculum. Students are trained to interpret, analyse, and cite international academic sources effectively. TSU provides additional support through its Language Center, where students can take optional courses in academic English and participate in language-enrichment activities, such as reading groups and discussion seminars. These opportunities ensure that graduates are fully equipped to engage with international research and academic discourse in the field of education sciences.

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

The admission procedures and decision-making processes at TSU are officially regulated by the University Regulation on Educational Programmes and the Statute on Admission and Student Status, both approved by the Academic Council and fully compliant with national standards. These documents define eligibility requirements, selection procedures, and evaluation criteria for all degree levels.

Comprehensive information about admission requirements, deadlines, and procedures is publicly available through multiple sources. For all study levels, details are provided on the TSU official website (www.tsu.ge), faculty webpages, and public announcements. In addition, for master's programmes, full admission information, including eligibility criteria, is published in the official catalogue of the National Centre of Assessment and Examination, which is updated annually.

Applicants are notified of their admission status via official email communication and publication of results on the TSU website. For programmes that include selection procedures (interviews or ranking), applicants are informed of their individual results.

TSU ensures clear, transparent communication through standardized templates, consistent terminology, and pre-approved public notices. Updates or changes to admission rules are disseminated promptly to internal stakeholders and the public through university orders, official statements, and catalogue updates.

Applicants who are not admitted may request formal feedback from the Selection Committee and have the right to appeal within five working days. Appeals are reviewed by the Appeal Board in accordance with institutional regulations, ensuring fairness and accountability in the admission process.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. However, the University does not set any additional institution-specific requirements. Therefore, the panel **recommends** introducing additional institution-specific requirements for further strengthening the selection process. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at TSU, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted. The required professional experience must correspond to the defined qualification profile of entrants and the study programmes' objectives. Certified proof of this experience must be shown at the time of admission. The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Vocational Education and Human Resources Development

The master's programme in Vocational Education and Human Resource Development (120 ECTS credits) follows a logical progression from foundational knowledge to advanced specialization and applied research. The structure includes 60 ECTS credits of mandatory courses, 10 ECTS credits of electives, 15 ECTS credits of an internship, and a 20-ECTS credits master's thesis. The curriculum is divided into foundation (30 ECTS credits) and advanced studies (45 ECTS credits), ensuring both theoretical and practical mastery.

The programme's design reflects its qualification objectives, developing VET professionals capable of leading educational reforms, managing human capital, and conducting applied research in workforce development. Foundational modules such as Teaching and Learning in TVET and Human Resource Management introduce key pedagogical and managerial principles, while advanced modules like TVET Curricula Development, Leadership and Management in Vocational Education, and Quality Assurance in TVET deepen analytical and strategic competencies.

The inclusion of Research Methodology I & II ensures academic rigor and research literacy. Internships bridge theory and practice, while elective modules such as E-learning, SPSS, and Inclusion in TVET allow customization according to career goals. This structure ensures conceptual coherence between programme goals, learning outcomes, and graduate competencies aligned with NQF Level 7.

Figure 3: Curriculum Overview of the Master's programme in Vocational Education and Human Resources Development

1. Semester	Course Name	ECTS
	<i>Please insert the course titles here</i> Compulsory Teaching and Learning in TVET (5 ECTS) Human Resource Management (5 ECTS) International Frameworks, trends and actors in the fields of TVET and Lifelong Learning (5 ECTS) Education for Sustainable Development (5 ECTS) Finances budgeting at national and institutional level, fundraising, resource allocation (5 ECTS) Research methodology for education 1 (5 ECTS) Electives (please state the number of electives students must take in that semester) -----	
	Total ECTS in the 1. semester:	30 ECTS
2. Semester	<i>Please insert the course titles here</i> Compulsory TVET Curricula Development - DACUM (5 ECTS) Career Management (5 ECTS) Competence Development and assessment in TVET (5 ECTS) Leadership and Management in Vocational Education (5 ECTS) Effective Communication & Group Dynamics (5 ECTS) Human Development in the framework of Lifelong learning (5 ECTS) Electives (please state the number of electives students must take in that semester) -----	
	Total ECTS in the 2. semester:	30 ECTS
3. Semester	<i>Please insert the course titles here</i> Compulsory Quality Assurance in TVET (5 ECTS) Research methodology for education II (5 ECTS) E-learning –from Strategy and Pedagogy to Implementation and Delivery (5 ECTS) Educational Laboratory (5 ECTS) Electives (please state the number of electives students must take in that semester) (10 ECTS) Elective Courses	
	Total ECTS in the 3. semester:	30 ECTS
4. Semester	<i>Please insert the course titles here</i> Compulsory Master's Thesis 20 ECTS Internship per research (MA thesis) interest 10 ECTS Electives (please state the number of electives students must take in that semester) Elective Courses -----	
	Total ECTS in the 4. semester:	30 ECTS
Electives:	Please insert the course titles here if electives can be chosen in several semesters or in which semester they should be taken	

	German Language - A1	(5 ECTS)
	German Language - A2	(5 ECTS)
	English – for specific purposes	(5 ECTS)
	Ecosystem of Tertiary Education	(5 ECTS)
	Quality assurance in Higher Education	(5 ECTS)
	Inclusion in TVET	(5 ECTS)
	Intercultural Education	(5 ECTS)
	Educational Psychology	(5 ECTS)
	Work based learning in vocational education sector	(5 ECTS)
	Georgian Legal Framework in the Vocational Education Sector	(5 ECTS)
	SPSS	
	Introduction to international developments of Adult Learning and Education (ALE)	(5 ECTS)
	Social Interventions in the Fields of Vocational Education (VET) and Employment	(5 ECTS)

Master's Programme in Education Sciences

The master's Programme in Education Sciences (120 ECTS credits) is coherently structured to provide theoretical grounding, methodological competence, and applied research experience. The curriculum spans four semesters and includes 75 ECTS credits of core mandatory courses, 20 ECTS credits of block-specific specialization courses, 15 ECTS credits of electives, and a 20-ECTS-credit master's thesis. The sequence moves from fundamental theory (History of Education, Philosophy, Pedagogy I-II) to advanced methodology (Qualitative and Quantitative Research Methods I-II; SPSS Analysis), culminating in practical application through Professional Practice and the thesis.

Students may choose one of four specialisation blocks: General, Higher, Vocational, or Early and Preschool Education to deepen expertise in a preferred sector. Five electives across semesters III-IV allow further individualisation (Comparative Pedagogy, Education Policy, Ecosystem of Tertiary Education, etc.).

This progression from theoretical to applied study ensures alignment with qualification objectives: producing reflective practitioners and researchers who can plan, manage, and evaluate educational processes. Courses explicitly align with the intended learning outcomes in the NQF Level 7 framework, ensuring mastery of analytical, methodological, and professional competencies.

Figure 4: Curriculum Overview of the Master's programme in Education Sciences

1. Semester	Course Name	ECTS
	<i>Please insert the course titles here</i>	
	Compulsory	
	History of Education	(5 ECTS)
	Fundamental Issues of Philosophy	(5 ECTS)
	Pedagogy 1	(5 ECTS)
	Regulatory Documents of General Education in Georgia	(5 ECTS)
	Regulatory Documents of Higher Education in Georgia	(5 ECTS)
	Psychological Foundations of Learning, Teaching and Child Development	(5 ECTS)
	Electives (please state the number of electives students must take in that semester)	

	Total ECTS in the 1. semester:	30 ECTS
2. Semester	<i>Please insert the course titles here</i>	
	Compulsory	
	Political Ideologies and Education	(5 ECTS)
	Labor and Organizational Psychology	(5 ECTS)
	Inclusive Education	(5 ECTS)
	Assessment in Educational Field	(5 ECTS)
	Pedagogy 2	(5 ECTS)
	Qualitative Research Methods in Education 1	(5 ECTS)
	Electives (please state the number of electives students must take in that semester)	

	Total ECTS in the 2. semester:	30 ECTS
3. Semester	<i>Please insert the course titles here</i>	
	Compulsory	
	Quantitative Research Methods in Education 2	(5 ECTS)
	Statistics and Quantitative Data Analysis using SPSS	(5 ECTS)
	Professional Practice	(5 ECTS)
	Program Mandatory/Elective Courses –	
	I. General Education Block	(10 ECTS)
	I.1. Quality Management in General Education	(5 ECTS)
	I.2. Management of General Educational Institutions	(5 ECTS)
	II. Higher Education Block	10 ECTS)
	II.1. Quality Management in Higher Education	(5 ECTS)
	II.2. Management in Higher Education Institutions	(5 ECTS)
	III. Vocational Education Block	10 ECTS)
	III.1. Quality Management in Vocational Education	(5 ECTS)
	III.2. Leadership and Management in Vocational Educational Institutions	(5 ECTS)
	IV. Early and Preschool Education Block	10 ECTS)
	IV.1. Quality Management in Early and Preschool Care and Education	(5 ECTS)
	IV.2. Management of Early and Preschool Care and Education Institutions	(5 ECTS)

and cross-sectoral educational leadership. It also supports the University's mission to promote innovation and evidence-based management in education systems. The title ensures international comparability and reflects the programme's goal of preparing graduates for careers in education management, policy design, and workforce development.

Master's Programme in Education Sciences

The title "Master of Education Science" precisely reflects the programme's academic breadth and intended qualification profile. The awarded degree, Master of Education Sciences, corresponds to NQF Level 7 and the second cycle of the European Qualifications Framework, confirming advanced academic, analytical, and professional skills. The name highlights the programme's multi-domain approach, integrating pedagogy, psychology, management, and policy to form experts across all education levels. Unlike narrower programmes limited to one subfield, this structure promotes a holistic understanding of educational systems, consistent with TSU's mission to prepare specialists for national and international educational development. The degree name also aligns with the Faculty of Psychology and Educational Sciences' academic identity and TSU's strategic goal of promoting research-based teacher and leader education. It ensures international recognition and clearly signals graduates' ability to perform analytical, managerial, and research functions across diverse educational settings.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme balances theoretical understanding with applied learning through coursework, research activities, and internships. Core theoretical courses such as International Frameworks, Trends, and Actors in TVET and Education for Sustainable Development build conceptual foundations, while TVET Curricula Development and Competence Development and Assessment link these frameworks to real institutional contexts. Practice-oriented learning is ensured through 15 ECTS credits of internships, divided into institutional placements and research-oriented practice. These experiences immerse students in vocational institutions, ministries, and NGOs, allowing them to engage directly with HR and the implementation of education policy. Teaching methods include case studies, problem-based learning, group work, and WBL components that embed practical application into every course. Faculty members with extensive experience in Georgian and international VET systems reinforce theory with examples from reform projects and Erasmus+ initiatives.

Master's Programme in Education Sciences

Theory-practice integration is achieved through a combination of coursework, research training, and field engagement. Foundational modules (Pedagogy I-II, Psychological Foundations of Learning, Philosophy of Education) provide conceptual understanding, while practice-oriented courses (Assessment in Education, Quality Management in Education, Leadership in Educational Institutions) translate theory into applied problem-solving. A 5-ECTS Professional Practice component immerses students in real educational organisations: schools, ministries, or NGOs, bridging classroom theory with professional application. Case studies, simulations, and problem-based tasks are routinely used in seminars to connect theory to authentic educational challenges. Faculty members combine academic scholarship with professional experience in educational management, ensuring a continuous flow of practice-based perspectives. This integration develops graduates' readiness for employment in education policy, management, and quality-assurance sectors while fostering reflective professional thinking grounded in scientific theory.

3.1.4 Interdisciplinary thinking

Vocational Education and Human Resources Development

Interdisciplinarity is embedded in the curriculum through courses that link education science, management, sociology, economics, and psychology. Human Resource Management, Leadership and Management in Vocational Education, and Career Management develop a cross-sectoral understanding of workforce dynamics and organizational behaviour. Students may select electives such as Ecosystem of Tertiary Education, Intercultural Education, Social Interventions in VET and Employment, and SPSS for Data Analysis, which broaden perspectives and promote methodological diversity. This interdisciplinary integration prepares students to address complex educational and labour-market challenges through multifaceted approaches, combining pedagogical, managerial, and policy insights. Collaborative teaching and learning formats, seminars, discussions, and joint projects, encourage students to synthesize knowledge from various disciplines. The programme's English-language delivery and exposure to international instructors further enhance global and interdisciplinary competencies essential for leadership in vocational and HR sectors.

Master's Programme in Education Sciences

Interdisciplinary competence is cultivated through a diverse range of course offerings that integrate philosophy, sociology, psychology, management, and policy studies. Foundational courses (History of Education, Political Ideologies and Education, Economics of Education and Finance in Education) enable students to analyse education from social, economic, and political perspectives. Students may select from over twenty electives, such as Comparative Pedagogy, Civic Education, Education for Sustainable Development, or Intercultural Education, broadening their understanding beyond pedagogy alone. Research methods courses require integrating statistical reasoning, qualitative inquiry, and policy analysis to foster methodological interdisciplinarity.

3.1.5 Ethical aspects

Vocational Education and Human Resources Development

Ethical principles are integrated into multiple courses and institutional regulations. Modules such as Research Methodology I & II explicitly teach research ethics, data confidentiality, and responsible authorship. Students are introduced to ethical decision-making in Leadership and Management in Vocational Education and Quality Assurance in TVET, where topics such as equity, inclusion, and accountability are analysed. TSU's Code of Ethics governs both student and faculty behaviour, ensuring integrity in teaching, research, and professional conduct. Ethical aspects are assessed during research assignments, internships, and thesis supervision, requiring compliance with institutional research-ethics guidelines. By addressing ethical challenges through coursework and applied projects, the programme fosters a culture of academic integrity, responsibility, and social awareness, preparing graduates to act ethically within education and organizational leadership roles.

Master's Programme in Education Sciences

Ethical education is embedded across the curriculum. Research Methods I-II address academic integrity, informed consent, and data ethics, while courses such as Leadership and Management in Educational Institutions discuss fairness, accountability, and equity in

decision-making. All students must comply with TSU's Code of Ethics, which governs research, teaching, and professional behaviour. The code promotes integrity, transparency, and respect for diversity. During internships and thesis work, students must secure ethical clearance for any empirical research involving human subjects. Supervisors and the Faculty Ethics Committee monitor compliance. Ethical competencies are evaluated through reflective essays, project discussions, and thesis assessments, ensuring graduates can responsibly handle ethical challenges in their professional practice and uphold academic and institutional values.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Vocational Education and Human Resources Development

Methodological and research skills form a core of the programme's structure. The courses Research Methodology for Education I & II provide systematic training in both qualitative and quantitative approaches, including survey design, data analysis (SPSS), and policy evaluation methods. Students apply these skills through research-based assignments, case analyses, and their master's thesis (20 ECTS credits). Continuous guidance from supervisors helps refine methodological design, critical thinking, and academic writing skills. Assessment of research competencies occurs through project work, seminar presentations, and the thesis defense, ensuring mastery of academic inquiry consistent with NQF Level 7. The programme ensures scientific rigor through clear research stages: proposal, empirical data collection, analysis, and synthesis supported by access to international databases (e.g., SCOPUS, JSTOR). Students are encouraged to participate in conferences and publish their findings, promoting engagement with broader academic communities.

Master's Programme in Education Sciences

Methodological competence is central to the programme's structure. Qualitative and Quantitative Research Methods I-II (10 ECTS credits) and Statistics and SPSS provide systematic training in research design, data collection, and analysis. These courses are complemented by the Master's Seminar, where students present proposals, receive feedback, and refine analytical methods. The progression prepares them for independent research and the 20-ECTS Master's Thesis. Assignments require mini-studies, field research, and literature reviews that simulate scientific work. Students are guided by supervisors throughout the proposal development and data analysis process, ensuring high academic standards. Methodological skills are assessed through research reports, presentations, and thesis evaluation based on originality, rigor, and ethical standards, fully consistent with NQF Level 7 outcomes, emphasising evidence-based inquiry and academic integrity.

3.1.7 Examination and final thesis (Asterisk Criterion)

Both programmes

The assessment system adheres to TSU's and Georgian national regulations, using a 100-point grading scale and combining continuous and final evaluation components (activity, midterm, research assignments, and exams). Exams include written tests, oral presentations, essays, and project-based tasks, ensuring a comprehensive assessment of skills. The master's Thesis (20 ECTS credits) serves as the programme's capstone. Students must independently design and conduct an empirical or applied study related to vocational education or human resource development. The thesis typically ranges from 15,000 to 20,000 words and

must demonstrate analytical depth, methodological rigor, and originality. Concerning the evaluation criteria, the clarity of the research question, methodological coherence, relevance to the field, and ethical compliance are transparent and publicly available. The defence process includes an oral presentation before a committee and written feedback from reviewers. Students receive structured supervision, research workshops, and access to writing support. High academic standards, transparent evaluation, and consistent feedback ensure fairness and quality in examination procedures and thesis assessment.

Appraisal:

The panel commends the programmes for their logic and conceptual coherence. The contents of the modules and courses consistently reflect the strategic orientation of the study programmes, ensuring that all components are aligned with their academic and professional goals. They clearly meet labour-market requirements, and their well-balanced and logically interconnected structure supports the achievement of the intended learning outcomes. The areas of specialisation (compulsory electives) and additional optional electives further enable students to develop advanced competencies and skills, thereby strengthening their professional profiles. In particular, the integration of applied research within the electives significantly enhances graduates' employability.

Because the programme offers a wide range of additional modules, TSU exceeds the standard typically found in the Georgian higher education system, providing students with opportunities that go beyond national expectations. As a result, graduates are prepared for their respective professional fields: VET professionals become capable of leading educational reforms, managing human capital, and conducting applied research in workforce development, while graduates in Education Sciences develop into reflective practitioners and researchers who can plan, manage, and evaluate educational processes effectively.

The degree and the name of both programmes correspond to the contents of the respective curricula and the programme objectives.

The panel applauds the two master's programmes for the integration of theory and practice, which are systematically interrelated throughout the respective curricula. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Especially the internships, as well as the guest lecturers, play a pivotal role in the well-rounded integration of theory and practice. The multidimensional design ensures graduates can connect educational theory with broader social phenomena, a skill vital for addressing complex issues in Georgia's evolving education system and aligning with European trends emphasising interdisciplinarity in master's-level studies.

The panel commends the programmes for the integration of interdisciplinary thinking into the curricula. The study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. In the master's Programme in Vocational Education and Human Resources Development, interdisciplinarity is achieved through the integration of education science with management, economics, sociology, psychology, and applied research, enabling students to understand workforce dynamics and develop competencies relevant to leadership and human-capital development across sectors. In contrast, the master's Programme in Education Sciences embeds interdisciplinarity by combining philosophical, sociological, psychological, managerial, and policy-related perspectives, allowing students to connect educational theory with broader social, political, and

economic phenomena and preparing them for analytical and research-oriented roles in the education system. Ethical implications are appropriately communicated.

The panel commends both programmes for providing students with solid methodological competencies and a strong foundation in scientific practice. Students acquire the skills necessary for research-oriented work and for applying these methods effectively within their respective vocational fields. Methodological training is systematically embedded in the curriculum, and students are actively involved in authentic research processes, for example, through the use of statistical software and other applied research tools. This approach ensures that graduates are well prepared to conduct evidence-based work and contribute to research-informed professional practice.

All exams, as defined for the modules/courses, are suited in format and content to achieve the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students demonstrate, especially in their thesis, their ability to conduct scientific work and achieve the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		x			
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking		X			
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)		X			
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Both programmes

The programmes fully apply the European Credit Transfer and Accumulation System (ECTS), which is also the official national system in Georgia. All components of the programmes follow the standard calculation where one ECTS credit equals 25 hours of learning, combining in-class participation, independent study, practical assignments, and thesis preparation. Workload estimates are based on the complexity of intended learning outcomes and the volume of academic tasks assigned in each course.

Projected study time	4 semesters (2 years)
----------------------	-----------------------

Number of ECTS credits	120 ECTS credits (no separate national credit system)
Workload per credit	No national credit is used
Number of modules/courses	25 hours
Time required for processing the final thesis/project and awarded credits	20 ECTS credits; completed during the 3 rd -4 th semesters
Number of contact hours	

Vocational Education and Human Resources Development

The 120-ECTS programme distributes the workload across four semesters, ensuring balanced progression from foundational knowledge to practical and research-oriented competencies. Core courses (60 ECTS credits) provide theoretical grounding in vocational education, human resources development, education policy, and research methods. Electives (10 ECTS credits) allow students to tailor the curriculum to their professional goals. Internships (15 ECTS credits total) are placed in the third semester (five ECTS credits) and fourth semester (10 ECTS credits) to connect theory with workplace practice. The 20-ECTS credits Master's thesis, completed in the final semester, consolidates methodological and analytical skills. This distribution ensures manageable workload intensity each semester and supports timely programme completion.

Master's Programme in Education Sciences

The programme's 120 ECTS credits are distributed across mandatory courses, specialization modules, electives, and the Master's thesis. Common mandatory courses (75 ECTS credits) provide interdisciplinary foundations in education theory, pedagogy, curriculum studies, psychology, and research methodology. Mandatory-elective specialization modules (10 ECTS credits) deepen expertise in selected subfields. Electives (15 ECTS credits) offer flexibility and allow for individual academic interests. The 20-ECTS credits Master's thesis, completed in the fourth semester, develops independent research skills. This structured and balanced distribution prevents workload congestion, enables gradual learning progression, and ensures that the programme remains fully feasible within the designated two-year duration.

3.2.2 Study and exam regulations (Asterisk Criterion)

The conditions of study for all programmes are officially regulated by TSU through a set of institutional documents: the TSU Rule for Educational Programmes, the Rule for Master's Studies, the Statute of the Faculty, and the approved Programme Descriptions. For the International Joint Doctoral Programme, study and exam regulations are additionally defined by the Joint Programme Description, ensuring harmonised academic standards across both institutions.

Students can access information on programme requirements, structure, course components, and examination rules through the TSU official website, faculty webpages, programme catalogues, syllabi, and orientation sessions organised at the beginning of each academic year. Study and examination regulations are reviewed periodically, typically every three years or during accreditation cycles. Revisions are initiated by programme committees and QA units, consulted within Faculty Councils (and joint governance bodies for the Joint PhD), and formally approved by the rector's or dean's decrees. Updates are communicated to students and faculty via official announcements, email notifications, and academic information meetings.

All programmes allow students to interrupt their studies, take academic leave, or participate in international mobility, consistent with TSU regulations. TSU recognises periods of study abroad under the Lisbon Recognition Convention, and all ECTS credits are fully transferable through the ECTS system.

TSU ensures academic integrity through its Code of Ethics, anti-plagiarism policy, and mandatory plagiarism detection for theses and dissertations. Cases of academic misconduct are reviewed by faculty- or university-level disciplinary committees, and sanctions are imposed in accordance with established procedures.

Students who do not pass an examination may retake the assessment in accordance with university regulations. If the total assessment remains 0-50 points, an “F” grade is awarded, and the credit must be retaken. Formal appeal procedures exist for all programmes and allow students to challenge examination results or procedural issues through Faculty Appeals Commissions and, if needed, university-level bodies, ensuring fairness, transparency, and alignment with programme objectives.

3.2.3 Feasibility of study workload (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme is designed to ensure that students complete their studies within the projected two-year (four-semester) timeframe. Feasibility is ensured through clear workload planning: most courses carry five ECTS credits, allowing students to manage academic and practical assignments without overload. Students receive ongoing academic support through course instructors, programme coordinators, and administrative staff. Advising is available throughout the semester, including consultations related to research, academic planning, and internship placement. Students experiencing challenges can request schedule adjustments, additional consultations, or academic support sessions to help them remain on track.

Programme revisions are informed by student course evaluations, employer feedback, tracer surveys, and Quality Assurance reviews. These findings guide workload adjustments, teaching innovations, and curriculum updates. The programme uses traditional and online formats, enabling flexibility through digital learning components and evening/weekend classes when needed. This supports students who combine work and study.

Master's Programme in Education Sciences

The programme is structured to ensure students can complete their studies within the projected timeframe. Courses are allocated five or three ECTS credits, which creates predictable and proportionate academic expectations each semester. Teaching is delivered through diverse learning formats, lectures, seminars, practicum sessions, group work, and research activities, which facilitate manageable workload distribution and deepen practical understanding. To support student progression, the programme provides continuous academic advising through the Programme Coordinator, course instructors, and faculty administrative staff. Additional consultation hours, feedback sessions, and access to digital learning resources help students maintain steady academic performance. Students who fall behind may repeat assessments (FX rule) or retake courses as defined in the faculty's regulations, ensuring that temporary challenges do not impede degree completion.

Evaluation findings, student feedback, and statistical data are regularly reviewed during annual faculty meetings and programme monitoring cycles to ensure evidence-based curriculum adjustments. Students also benefit from flexible elective options, allowing them to tailor their workload according to professional interests and individual capacity.

Permitted study interruptions, such as for employment, personal circumstances, or international mobility, are formally regulated and do not compromise the feasibility of completion. Overall, the programme's credit distribution, academic support mechanisms, and structured progression ensure realistic and timely completion for all students.

3.2.4 Equality of opportunity

TSU ensures equality of opportunity for all students through an institutional culture of fairness, inclusiveness, and respect. Principles of equal treatment are embedded across university regulations, academic procedures, and student support mechanisms, and are communicated through official documents governing educational programmes, faculty regulations, information sessions, and the university website. These frameworks guarantee that students are treated equally regardless of gender, ethnicity, disability, age, religion, or socio-economic background.

Equal access begins with transparent admission procedures and continues throughout the study period through standardized assessment rules, unified evaluation criteria, and clear academic requirements. Questions or concerns related to fairness or discrimination may be addressed to the Faculty Administration, Quality Assurance Office, or Ethics Commission, which ensures that all academic processes adhere to ethical and professional standards. TSU provides comprehensive support for students with disabilities or special educational needs. Students may request individual accommodations such as adapted learning materials, technical aids, accessible learning environments, extended examination time, or alternative forms of assessment. These adjustments are coordinated through the faculty administration to ensure equitable learning and examination conditions. Through these combined mechanisms, TSU ensures that all students enrolled in the Master's programmes benefit from an inclusive learning environment that prioritizes fairness, accessibility, and equal participation.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules, and ECTS credits are assigned to each module based on the required student workload. Practical components, if existent, are designed and integrated in such a way that ECTS credits can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations that contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a set period at other HEIs or undertake internships without extending their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work, insofar as intended, is also clearly defined. The diploma supplement

is provided based on a regulation by the Georgian government.³ Furthermore, the order No. 149, April 5, 2005, of the Minister of Education and Science of Georgia on Approval of the Form of the State Document Confirming Higher Education – Diploma Supplement - regulates the diploma supplement template that should be filled by the HEI. Although a grading table for the Master's Programme in Education Sciences was provided by TSU, there is still no grading table integrated into the diploma supplement for either of the two programmes. The two Master's programmes have so far not aligned their learning objectives (see chapter 1.1) with any of the internationally recognised taxonomies, which is understandable given that advanced programmes at Master's level are often challenging to map neatly onto such frameworks. Nevertheless, internationally accepted standards exist to support transparency, comparability, and academic coherence, and the programmes are expected to take these into account. Therefore, the panel states the following condition:

A) The University ensures that all students of the master's programmes receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation.

B) TSU revises the wording of the programme learning objectives so that they are formulated in accordance with an internationally used theoretical foundation. For instance, this might be the taxonomies by Bloom et al. or by Manzano & Kendall.

The feasibility of the study programmes' workload is ensured by a suitable design of the respective curricula, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services, as well as academic and general student counselling. When reviewing the workload, TSU also takes into account evaluation findings, including student feedback and the programme's success rate.

TSU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background, and/or from so-called non-academic backgrounds, are particularly assisted. The panel **recommends** further elaborating and systematising its measures to ensure gender equality and non-discrimination. While the University already demonstrates a clear commitment to fostering an inclusive academic environment, this commitment would benefit from more explicit documentation and structured implementation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			Con		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		

³ <https://www.matsne.gov.ge/en/document/view/32830?publication=122>, Article 2 p), last accessed on February 18, 2026.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Vocational Education and Human Resources Development

The didactical concept of the programme combines theory-driven instruction with practice-oriented and competency-based learning. It integrates vocational pedagogy, HR development, leadership, and applied research to prepare graduates for roles across education, training, and organizational development sectors.

Teaching methods include lectures, seminars, group work, problem-based learning, case studies from VET and HR systems, simulations, field assignments, and practical workshops. These approaches support intended learning outcomes by enabling students to link theoretical frameworks to real-world challenges in workforce development and organizational learning.

Assessment methods include written exams, analytical essays, case-study analyses, presentations, project work, and the master's thesis. These assessments align with the didactical approach by measuring applied skills, conceptual understanding, and research competence. The programme incorporates blended learning through online lectures, Moodle-based tasks, digital submission systems, and hybrid seminars. Technology is integrated into the use of learning platforms. Renewal and innovation are ensured through programme evaluation, employer feedback, course-evaluation surveys, and quality assurance monitoring.

Master's Programme in Education Sciences

The programme follows a didactical concept centred on constructivist learning, critical reflection, and research-informed practice. The curriculum is designed to develop analytical, pedagogical, and methodological competencies through a combination of theoretical and applied learning experiences. Teaching and learning methods include lectures, seminars, interactive workshops, group projects, case studies from educational practice, micro-teaching, and research-methodology training. These methods ensure achievement of learning outcomes related to pedagogy, curriculum design, educational leadership, and research literacy.

Assessment methods include written exams, reflective essays, project work, classroom observations, research assignments, and the master's thesis. These assessments reflect the didactical emphasis on both theoretical understanding and practical application. Blended learning is used through Moodle, online consultations, digital resources, and hybrid seminar formats. Technology is integrated into teaching via multimedia materials, online discussion forums, and digital presentation tools that promote active and flexible learning. Innovation in learning and teaching is promoted through curriculum reviews, student evaluations, and engagement with national and international educational research trends.

3.3.2 Course materials (Asterisk Criterion)

Vocational Education and Human Resources Development

Course materials are developed to support an interdisciplinary and practice-oriented curriculum. Students receive lecture presentations, scholarly readings, policy documents, HRD case studies, competency frameworks, practical assignments, internship guidelines, and sector-specific analytical tools. Materials blend theoretical foundations with applied learning resources such as workplace simulations, organizational diagnostics, and VET system analyses. They are accessible through Moodle, classroom handouts, and digital learning environments.

Development of course materials is guided by instructors and reviewed by the Programme Coordinator and the Faculty Quality Assurance Office to ensure consistency with ILOs. Faculty collaboration occurs in curriculum development meetings, teaching-methodology workshops, and cross-course coordination groups, where instructors align readings, share case materials, and harmonise assessment expectations. Pilot testing of new materials occurs through first-cycle course delivery, after which revisions are made based on student evaluations and employer feedback.

Blended learning plays a role, allowing instructors to integrate online modules, multimedia resources, and digital collaborative tools. Technology supports learning through online discussion forums, interactive case analysis, and digital submission platforms.

Course materials are updated annually, incorporating emerging research on HRD, VET reforms, labour market trends, and international best practices. Updates are managed by individual instructors under QA supervision to maintain academic rigor and relevance.

Master's Programme in Education Sciences

The programme provides students with a broad and analytically set of course materials designed to support interdisciplinary learning. Materials include textbooks, peer-reviewed research articles, curriculum frameworks, psychology and pedagogy readings, instructional design models, multimedia teaching, research-methodology guides, and reflective practice templates. These are provided via Moodle, institutional email, digital libraries, and in-class distribution.

Course materials are developed by instructors according to programme ILOs and reviewed through faculty-level Quality Assurance processes. Collaboration takes place through regular programme meetings, course alignment workshops, and shared planning sessions where faculty coordinate reading lists, learning activities, and assessment rubrics. New materials undergo informal piloting during initial course delivery and are refined based on student feedback and peer consultation.

Blended learning supports flexible engagement, enabling the use of online lectures, digital case studies, collaborative platforms, and interactive tasks. Technology is integrated through Moodle-based learning pathways, virtual consultations, digital presentation tools, and access to online academic databases.

Annual review cycles ensure that materials remain current with developments in pedagogy, educational psychology, curriculum studies, and national educational reform. Instructors are

responsible for updating materials, supported by faculty development workshops that promote innovation in teaching, digital pedagogy, and research-led curriculum design.

3.3.3 Guest lecturers

Vocational Education and Human Resources Development

The programme integrates guest lecturers from HR departments, vocational colleges, ministries, private-sector training units, and international organisations. These guests are invited 1-2 times per semester to provide practical insight into workforce development, competency management, and VET operations. Selection prioritises practitioners with expertise in HRD, labour market analysis, organizational learning, and vocational education management.

Guest lecturers typically address topics such as modern Human Resources Development strategies, performance management, adult training methodologies, VET labour market needs, and applied leadership in educational institutions. Sessions are frequently interactive, combining workshops, simulations, case analyses, and problem-solving scenarios to help students apply theoretical concepts to real organizational settings.

These events also facilitate networking: students often use guest connections to secure internships, project collaborations, or mentorship relationships. In several cases, practitioners have provided real-world cases for student projects or acted as external evaluators.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences invites guest lecturers from schools, education agencies, research institutes, NGOs, and international organisations. Typically, 1-3 guest sessions are offered each semester, depending on thematic needs. Guest selection is based on professional expertise in pedagogy, curriculum development, educational leadership, or educational research, ensuring alignment with the programme's learning objectives.

Guest lecturers cover topics such as inclusive education, curriculum innovation, educational policy, contemporary pedagogical models, digital learning tools, and assessment reform. Presentations are delivered through workshops, interactive seminars, case studies, and reflective practice sessions, allowing students to connect theory with field realities. Guest lectures offer valuable networking opportunities for internships, research collaborations, and school-based practicum placements. Students often maintain contact with guest speakers for career guidance or project support. These interactions strengthen the programme's relevance to professional practice and expose students to current educational trends and challenges.

3.3.4 Lecturing tutors

In the two programmes, doctoral students contribute to the learning environment through structured academic support, particularly in seminars requiring methodological or research guidance. They facilitate group work, coach students in evidence-based practice, and support project development. Importantly, MA students themselves bring substantial workplace experience from VET institutions, HR departments, NGOs, or training centres. Their professional backgrounds enrich discussions, deepen case analyses, and enhance peer-learning dynamics. PhD assistants complement this by offering methodological advice and

helping coordinate seminar activities or guest sessions. The selection of assistants is based on research expertise and supervisor recommendation. While PhD students do not teach independently, they strengthen practice-oriented learning and help MA students integrate theoretical content with their own professional realities, an essential feature of this applied and interdisciplinary programme.

Appraisal:

The didactical concept of both study programmes is described, plausible, and oriented towards the programme objectives. It allows the application of different teaching and learning methods, such as case studies or practical projects. Students are encouraged to take an active role in creating the learning process. The panel applauds the Master's programme in Vocational Education and Human Resources Development for exceeding the benchmark. In addition, the didactical methods are systematically derived from the programme's objectives and are clearly aligned with the intended learning outcomes of each module or course—for example, through the regular use of case studies and practical projects.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel commends the programmes for regularly inviting guest lecturers. Their contribution forms an integral part of the study programmes' didactical concepts. They come from a variety of occupations, which enhances students' employment prospects through the profound insights they gain.

Lecturing tutors support the students in the learning process and help them develop competencies and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		VET	ES		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers	X				
3.3.4 Lecturing tutors			X		

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme incorporates international and intercultural components, reflecting its Erasmus+ origins and English-language delivery. Courses such as Comparative Vocational Education, Global HRD Trends, and Workforce Development Systems integrate case studies and policy frameworks from Europe, the USA, and Asia. Students analyse global labour-market trends, international skills strategies, and innovations in human capital development.

Literature is drawn from international sources, including OECD, ETF, UNESCO, and ILO reports. Intercultural aspects are embedded through international case studies (e.g., German dual VET, Finnish competence-based education, Singaporean HRD systems) and multicultural classroom interaction. Many students bring professional experience from diverse institutional contexts, enriching peer learning.

The programme prepares graduates for international work environments by emphasizing cross-cultural communication, comparative analysis, and international project management. Guest lectures from European partners and VET experts expose students to global practices. Students also have opportunities to participate in Erasmus+ ICM mobility, joint seminars with partner universities, and international research activities. These engagements enhance intercultural competence and prepare graduates for careers in international HRD, VET development projects, and multinational organisations.

Master's Programme in Education Sciences

International and intercultural aspects are integrated throughout the Programme in Education Sciences. Courses such as Comparative Education, Global Trends in Pedagogy, and Education Policy in International Contexts incorporate global case studies and cross-national research. Students engage with policies from the EU, OECD, and UNESCO, examining international reforms in curriculum development, teacher education, and inclusive education. Intercultural learning is facilitated through multicultural examples, comparative scenarios, and analysis of education systems across Europe, Asia, and the US. Case studies used in assignments, such as Finland's teacher education model, Germany's QA framework, and East Asian assessment cultures, help students understand diverse educational philosophies and policy environments.

These international components prepare students for work in international schools, NGOs, donor-funded projects, and globally oriented educational institutions. Students may also participate in Erasmus+ exchanges, international conferences, and collaborative research seminars.

Group projects and presentations often require students to analyse global challenges such as migration, digitalisation, and equity in education, further strengthening intercultural competence. The curriculum's emphasis on comparative inquiry and global perspectives ensures graduates can operate effectively in international or multicultural settings.

3.4.2 Internationality of the student body

Vocational Education and Human Resources Development

The programme is explicitly designed to attract international students, as it is delivered fully in English and integrates international content throughout its curriculum. Although the current cohorts consist predominantly of Georgian students, the programme has historically attracted interest from applicants in neighbouring regions and across Europe. The modest level of international enrolment is primarily due to the programme's newness, limited global marketing, and financial constraints common among prospective regional students.

Strategies to attract international applicants include English-language programme descriptions, participation in Erasmus+ dissemination events, cooperation with European universities, and visibility through international VET networks. Because the programme is aligned with EHEA standards and is strengthened through Erasmus+ CBHE framework

initiatives, the curriculum is easily recognisable and comparable to European standards, enhancing its appeal to foreign applicants.

International students receive support from TSU's International Relations Office to navigate visa procedures, prepare documentation, and understand language requirements. Faculty coordinators provide additional guidance for academic requirements and onboarding. While international enrolment remains limited, the programme's structure, English-language delivery, and strong international partnerships position it to grow into a competitive regional programme for foreign students seeking expertise in Vocational Education and Human Resources Development.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences is not currently attended by international students, as it is primarily oriented toward national educational needs and delivered largely in Georgian. The absence of foreign students is mainly due to language-of-instruction constraints and limited global promotion rather than a lack of programme quality. However, the programme is increasingly incorporating comparative and international content, making it progressively more attractive to regional applicants.

Although English is not the primary language of delivery, international applicants may still apply; the programme provides guidance on admission requirements, recognition of prior education, and language preparation. TSU's International Relations Office supports foreign applicants with documentation, visa guidance, and general orientation, while programme coordinators offer academic counselling.

To enhance international appeal, TSU publishes programme descriptions and admission guidelines in English in its catalogues and on its website. Participation in Erasmus+ mobility and joint research initiatives increases the programme's international visibility. While foreign student numbers remain low, the programme is adopting strategies, such as English-language materials and comparative coursework, to strengthen its international profile and prepare for future international enrolment.

3.4.3 Internationality of faculty

Vocational Education and Human Resources Development

The programme features an international teaching component aligned with its English-language delivery and European orientation. Guest lecturers and part-time international faculty are regularly invited through Erasmus+ partnerships, particularly from Germany, Austria, and Ireland. European experts contribute to modules on workforce development, adult learning, and HRD innovations, offering workshops, online lectures, and case-based sessions.

Georgian faculty teaching in the programme also has an international exposure gained through Erasmus+ staff mobility, DAAD training, CBHE projects, and participation in European VET networks. Their global experience informs curriculum delivery through comparative system analysis, international policy examples, and cross-country HRD case studies.

Faculty-exchange opportunities are available through Erasmus+ ICM, and recent teaching mobilities have included visits to Germany and Greece for module development and joint seminars. These exchanges introduce students to diverse pedagogical approaches and

enhance the programme's alignment with European standards. TSU supports international faculty engagement through strategic partnerships and project-based collaboration, ensuring access to specialists with global expertise.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences integrates international perspectives primarily through faculty with substantial global academic experience. Although most lecturers are Georgian, many have studied, taught, or trained abroad in countries such as Germany, the UK, the Czech Republic, Austria, and the USA via Erasmus+, Fulbright, DAAD, and other mobility schemes. Their comparative insights enrich courses through international case studies, cross-national education-policy examples, and exposure to global research trends.

Occasional international guest lecturers participate through Erasmus+ mobility and joint project activities, offering thematic workshops on curriculum design, quality assurance, and educational innovation. These sessions provide students with firsthand insights into European educational reforms and global debates in pedagogy.

Faculty-exchange mechanisms are available through TSU's Erasmus+ partnerships, enabling staff to teach or collaborate abroad. The experiences gained contribute to continuous curriculum modernization and reinforce intercultural competence among students.

TSU's strategic goal of increasing international faculty engagement includes inviting visiting scholars, encouraging joint research, and supporting participation in international conferences. While the programme does not employ full-time foreign staff, the cumulative international experience of its instructors ensures that students receive an education informed by global standards and intercultural understanding.

3.4.4 Foreign language contents

Vocational Education and Human Resources Development

The Master's Programme is taught fully in English. The programme does not offer language-learning courses but full academic modules with English as the language of instruction. Faculty teaching in these programmes possess certified C1–C2 English proficiency and international academic or professional experience, ensuring high-quality English-medium pedagogy.

Assessment in English-medium courses follows the same academic standards as Georgian-medium courses, with accommodations such as extended consultation hours or feedback sessions available for students who need linguistic support. Lecturers selected for English-medium instruction are required to demonstrate advanced proficiency and pedagogical experience in English, ensuring that foreign-language components are delivered at a high academic standard across all programmes.

Master's Programme in Education Sciences

Only the Master's Programme in Education Sciences is taught primarily in Georgian, though it incorporates extensive English-language academic content and requires B2-level English proficiency.

Both programmes

Course materials include English-language textbooks, peer-reviewed articles, EU and OECD reports, and multimedia research resources. These materials are made available through Moodle, programme repositories, the library, and subscribed digital databases.

Appraisal:

International content constitutes an integral part of the curricula of both programmes, ensuring that students are well prepared for the demands of an international working environment. Through practical examples, students are equipped to operate effectively within intercultural contexts. While a genuinely international atmosphere is already present, the panel **recommends** more clearly articulating how intercultural competences are fostered throughout the study programmes (e.g., through mentoring formats or compulsory modules).

The international composition of the student body corresponds to the programmes' concepts. The measures taken to promote internationality are goal-oriented. The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials aligns with the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme integrates communication, public speaking, cooperation, conflict management, and leadership development throughout its curriculum. Courses such as Leadership and Management in Education, Organisational Behaviour, Human Resource Development, and Educational Research Methods explicitly cultivate interpersonal skills through teamwork, peer feedback, debates, case-based analysis, and presentations.

Students participate in group projects that require shared responsibility, negotiation, and collaborative problem-solving, strengthening cooperation and conflict-handling skills. Role-plays simulating HR practices (e.g., performance appraisal, conflict mediation, recruitment interviews) enable students to apply theories to workplace realities.

Public-speaking skills are developed through regular presentations, project pitches, and seminar discussions, while leadership competencies are strengthened via project coordination roles and problem-based learning scenarios. The programme also draws on students'

professional experience; many bring backgrounds in VET institutions, HR departments, NGOs, or public-sector organisations, enriching classroom dialogue and providing authentic cases for analysis.

International elements-English-medium instruction, modules taught by foreign faculty, and participation in joint workshops or Erasmus+ mobility enhance intercultural communication. Faculty mentorship, consultation hours, and structured feedback further support skill acquisition. University resources such as writing support and academic advising complement formal learning. Collectively, the programme prepares graduates for leadership roles in HRD, VET administration, and international workforce development.

Master's Programme in Education Sciences

The master's Programme in Education Sciences embeds communication, public speaking, cooperation, and conflict-handling skills throughout its pedagogical structure. Courses such as Pedagogy, Curriculum Theory, Career Development and Management, Educational Psychology, and Research Methods require students to engage in group work, peer discussions, structured debates, and collaborative lesson-planning tasks, fostering strong interpersonal and teamwork skills.

Public-speaking competencies are developed through regular presentations, micro-teaching sessions, seminar contributions, and the defence of project work. Conflict-handling and cooperation skills are addressed explicitly in modules focusing on classroom dynamics, inclusive education, and educational leadership, where students analyse real cases and participate in role-playing exercises simulating school-based conflicts or collaborative decision-making.

Leadership skills are nurtured through project-based learning, small-group facilitation, and student-led seminars. Many students arrive with teaching or school-administration experience; this prior experience is integrated into discussions, reflective assignments, and peer learning activities.

Additional skill development opportunities include participation in university-level conferences, educational practicum engagements, and thematic seminars. Writing support, research consultations, and access to digital learning platforms further reinforce communication and collaboration abilities. The programme equips graduates with the interpersonal and leadership skills required for professional roles in teaching, educational administration, and public-sector organisations.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict-handling skills in accordance with the module/course descriptions. This is supported by appropriate didactic and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme ensures employability by integrating vocational-education expertise with workforce-development and HR competencies sought in both public and private sectors. The curriculum links theory and practice through modules such as Leadership and Management in Education, Organizational Behaviour, Human Resource Development, and Competency-Based Education. These reflect current trends in human capital development, labour-market transformation, and international VET reforms highlighted in Erasmus+ and national strategic documents.

Students develop critical skills, including organisational communication, HR analytics, training-system design, curriculum development, leadership, and conflict management, competencies highly valued by employers in VET institutions, ministries, NGOs, private-sector HR departments, development organisations, and international agencies. English-medium instruction further broadens employability in international settings.

Since the programme enrolled its first cohort recently, graduate employability data are not yet available; however, TSU will apply standard tracking tools (alumni surveys, employer consultations, and QA analysis). Employers regularly engaged through Erasmus+ projects and advisory discussions help align the curriculum with market needs. The programme does not include mandatory internships, but most courses incorporate practice-based projects, case studies, and applied tasks that prepare students for employment. Students with prior workplace experience also integrate real cases into coursework, enriching professional readiness.

Master's Programme in Education Sciences

This programme ensures employability by aligning curriculum content with the competencies demanded in Georgia's education sector and international pedagogical standards. Courses such as Pedagogy, Curriculum Theory, Educational Psychology, Assessment in Education, and Research Methods develop essential skills for teachers, school administrators, curriculum specialists, and education-sector professionals. The curriculum integrates theory and practice through micro-teaching sessions, lesson-planning workshops, classroom-management simulations, and school-based case studies drawn from national reforms and quality-assurance practices.

Graduates benefit most from skills in instructional design, classroom management, child development, assessment, reflective practice, and academic writing. These competencies directly correspond to job opportunities in schools, educational resource centres, municipalities, NGOs, and training organizations. The programme's emphasis on inclusive education, collaboration, and communication skills further strengthens employability.

TSU monitors graduate outcomes through alumni surveys, faculty advising, and periodic programme evaluations. Employment rates for previous cohorts have been high due to strong demand for qualified educators; however, formal percentages vary by intake year. Although internships are not mandatory, practical tasks, micro-teaching, and applied coursework effectively prepare students for real-world settings. Faculty mentoring and academic advising support students who require additional preparation, ensuring they acquire the competencies needed for employment in education.

Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

	Vocational Education and Human Resources Development	Education Sciences
Full-time teaching staff	13	17
Part-time teaching staff incl. visiting/adjunct lecturers	12	11
Total number of teaching staff	25	28
<i>Among them:</i>		
Teaching staff with professional experience	25	28
Teaching staff with international experience	15	15
Number of professors	3	3
Number of associate professors	7	9
Number of assistant professors	2	4
Number of senior lecturers		
Number of lecturers	12	11
PhD holders	13	21
Master degree holders	12	7
Guest lecturers		1

	Vocational Education and Human Resources Development	Education Sciences
Total number of supporting administrative staff	6	6

Vocational Education and Human Resources Development

The Master's Programme in Vocational Education and Human Resources Development is delivered by a balanced academic team consisting of 13 full-time academic personnel and twelve invited (part-time) lecturers. The academic staff includes professors, associate professors, and assistant professors specialising in education sciences, human resource management, psychology, public administration, labour market analysis, and vocational pedagogy. Invited lecturers are active practitioners from ministries, VET institutions, private companies, HR consultancies, and international organisations, which ensures a strong practice-oriented dimension in the programme.

Full-time faculty members are responsible for core academic courses, curriculum oversight, research supervision, and programme governance. Invited lecturers contribute to applied components such as Adult Learning, HR Analytics, Competence Development, Leadership, Quality Assurance, and Career Management, sharing current industry practices and case studies. Division of roles ensures that academic staff lead theoretical and research-intensive components, while invited practitioners strengthen employability-oriented content.

The teaching load, course distribution, and administrative responsibilities are regulated by TSU's internal legislation. The combined expertise of academic and invited staff ensures that students receive both theoretical preparation and applied professional insights relevant to the contemporary needs of the HRD and VET sectors.

Master's Programme in Education Sciences

The programme is delivered by a faculty team consisting of 28 lecturers, of whom 17 are full-time academic staff and eleven are invited/part-time lecturers. The academic staff includes professors, associate professors, and assistant professors, all affiliated with the Faculty of Education and Psychology and meeting TSU's academic rank requirements. They are responsible for core course delivery, research supervision, curriculum development, and participation in quality-assurance processes. One guest lecturer per course is invited to complement the programme with practice-oriented expertise and teach specialised or elective courses aligned with their professional background.

Roles are clearly structured: full-time faculty members ensure curricular continuity, academic advising, and programme coordination, while invited lecturers provide applied perspectives, teach profession-specific modules, and contribute to seminars or practicum components. Teaching responsibilities are distributed across all curriculum modules, ensuring that each course is taught by a subject-matter expert with relevant academic and/or professional experience. Administrative responsibilities, including committee service, admission interviews, and thesis supervision, are primarily handled by full-time faculty.

This combination ensures a balanced academic environment-grounded in strong theoretical foundations while integrating practical insights from professionals working in educational institutions, NGOs, research centres, and policy organizations.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Vocational Education and Human Resources Development

Faculty teaching in the programme possess strong academic credentials aligned with national requirements set out in the Law of Georgia on Higher Education, which mandates relevant higher academic degrees, research experience, and teaching competence for academic appointments. Full-time faculty typically hold PhD degrees in Education Sciences, Public Policy, Psychology, or Economics, while invited lecturers hold Master's or doctoral degrees and professional experience.

Hiring follows competitive, transparent procedures defined by TSU statutes: public announcement, selection by faculty committees, evaluation of academic qualifications, publications, teaching experience, and professional background. Academic promotions and professorial appointments follow legally established criteria, including research output, pedagogical performance, and service contributions.

TSU actively supports faculty development through participation in Erasmus+ mobilities, international conferences, TEMPUS/CBHE projects, workshops on innovative pedagogy, digital teaching tools, and research methodology training. Many staff members have published in peer-reviewed journals and contributed to national policy documents in VET and HRD. Examples include publications on competency-based education, labour market analysis, HRM systems, adult education, and digital learning environments.

Master's Programme in Education Sciences

Faculty teaching in the Master's Programme in Education Sciences possess strong academic qualifications aligned with TSU's standards for graduate-level instruction. All full-time academic staff hold doctoral degrees (PhD or equivalent) in education sciences, psychology, social sciences, curriculum studies, or related fields. Invited lecturers also hold at least a Master's degree, with many possessing a PhD and extensive professional experience. The academic criteria for appointment follow the Law of Georgia on Higher Education, TSU's internal regulations on academic positions, and faculty council procedures, which require advanced academic qualifications, research output, and teaching experience.

Hiring procedures include public announcements, qualification review, demonstration lectures, and evaluation by a faculty commission. Professorships are granted in accordance with national legislation, which requires doctoral qualifications, peer-reviewed journal publications, and relevant academic achievements.

TSU supports continuous professional development through internal training, Erasmus+ mobility, participation in international conferences, and methodical workshops. Many faculty members have completed courses in research methodology, digital pedagogy, teaching innovations, and quality assurance. Their research contributions include peer-reviewed publications, monographs, and participation in international projects across inclusive education, teacher education, curriculum development, digital learning, and education policy.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Both programmes

TSU regularly offers workshops on innovative teaching methods, problem-based learning, academic advising, assessment strategies, and technology-enhanced instruction. Faculty integrate technology into teaching through Moodle, digital collaboration tools, e-learning platforms, Turnitin, and interactive resources. Faculty integrate technology extensively into their instruction, using multimedia materials, online collaborative tools, blended learning activities, and digital case studies to enhance student engagement. Faculty adopt diverse teaching formats-interactive seminars, simulation exercises, problem-based learning, and case analysis. All lecturers must meet TSU's pedagogical competency requirements, which reflect national standards mandating proficiency in teaching methods, assessment practices, and student-centred learning. Faculty members demonstrate didactical competence through teaching portfolios, course syllabi, peer-review evaluations, and student feedback. Didactical quality is continuously monitored through student evaluations, programme reviews, and internal QA procedures.

Many lecturers of the Vocational Education and Human Resources Development programme have completed additional training in modern pedagogy, adult learning, curriculum design, e-learning, and assessment strategies within Erasmus+ and national capacity-building initiatives.

In Education Sciences, they received training in digital teaching, curriculum design, assessment, and inclusive instructional practices-supported through TSU professional development programmes or international mobility initiatives.

4.1.4 Practical business experience of faculty

Vocational Education and Human Resources Development

The programme benefits from faculty with substantial professional experience in VET system management, HR development, labour market research, educational policy, quality assurance, and organisational development. Academic staff have served as consultants for ministries, EU-funded projects, VET centres, and private-sector HR departments. Invited lecturers actively work in leadership roles within public agencies, training providers, NGOs, and corporate HR units, contributing up-to-date field knowledge.

This extensive practice base directly enriches teaching: lecturers incorporate current HR technologies, national VET reforms, organizational case studies, and labour market trends. Courses such as Career Management, Competence Development, HR Analytics, Internship, TVET Curriculum Design, and Leadership are built around real-world tasks, employer expectations, and applied projects.

Part-time lecturers continuously update course content with contemporary examples from their ongoing professional engagements. Their involvement ensures alignment of the curriculum with labour market needs and supports the integration of professional competencies into assignments and assessments. Practical expertise guides curriculum revisions and improves students' preparedness for HRD and VET-related employment environments.

Master's Programme in Education Sciences

Faculty members in the Master's Programme in Education Sciences bring substantial practical experience from various areas of the education sector, contributing to the integration of theory and practice. Many lecturers have held leadership roles in schools, universities, ministries, NGOs, curriculum centres, and international organizations. Their experience includes educational policy development, school administration, curriculum reform, teacher professional development, inclusive education initiatives, and quality assurance.

Invited lecturers, who often work simultaneously in professional settings, provide current insights from educational institutions, research organizations, donor-funded programmes, and consultancy projects.

This practical expertise influences curriculum development, ensuring that course materials reflect current trends in Georgian and international education. Faculty regularly update syllabi to incorporate new policy reforms, innovative teaching methods, and insights from fieldwork or research projects. Through practice-based assignments, internships, and applied research tasks, students are exposed to real educational settings, strengthening employability and practical competence.

This strong linkage between academic instruction and professional experience ensures that the programme prepares graduates for evidence-based decision-making, leadership roles, and applied research in diverse educational environments.

4.1.5 Internal cooperation (Asterisk Criterion)

Vocational Education and Human Resources Development

Faculty collaboration is structured through regular academic meetings, programme committee sessions, and coordination with the Faculty of Education and Psychology's Quality Assurance Office. Lecturers meet at least twice per semester to discuss course alignment, workload distribution, student progress, and curriculum updates. Continuous communication ensures coherence across modules, prevents content overlap, and integrates interdisciplinary perspectives.

Faculty members collaborate on curriculum development, syllabus revision, and the alignment of learning outcomes with labour market needs. Joint teaching occurs in courses that combine HRD and VET perspectives, where academic and invited lecturers deliver complementary sessions. Cross-course coordination ensures consistent assessment principles, shared case studies, and coherent student pathways.

Lecturers also engage in collaborative research, co-authoring publications on vocational pedagogy, workforce development, HR practices, and adult education. Participation in multidisciplinary projects, such as Erasmus+ CBHE initiatives, fosters joint innovation in teaching materials and programme enhancement.

Master's Programme in Education Sciences

The faculty involved in the programme cooperate closely to ensure academic coherence and high-quality programme delivery. Regular formal meetings are held each semester through faculty council sessions, programme committee meetings, and curriculum review workshops, where lecturers discuss course alignment, learning outcomes, student progress, and assessment practices. Informal cooperation occurs through continuous communication via email, shared digital platforms, and collaborative project groups. To avoid content overlap and ensure curricular consistency, syllabi undergo coordinated review and approval processes. Faculty members share materials, jointly plan learning activities, and coordinate teaching strategies for thematically related modules. Cross-course coordination is particularly relevant for methodology courses, practicum activities, and thesis supervision.

Faculty collaborate on research projects, conference presentations, policy analysis initiatives, and national education reforms. Some modules involve team teaching or joint seminars that combine perspectives from psychology, curriculum studies, educational management, and research methodology.

4.1.6 Student support by the faculty (Asterisk Criterion)

Both programmes

Following admission, all new students attend a pre-enrolment orientation session, which introduces them to programme content, assessment systems, and available learning resources. Through this coordinated approach, TSU ensures that all applicants, regardless of programme or background, are informed, supported, and academically prepared to make an informed decision before enrolment. Student support is organised through a combination of faculty advising, administrative coordination, and digital communication channels. Academic staff maintain weekly office hours, communicate via email, Moodle, and MS Teams, and provide ongoing supervision for research projects, practicum activities, and internships. Full-

time lecturers offer consistent guidance, while invited practitioners provide specialised consultation on professional development. Students have access to academic advisors who support course selection, academic planning, and resolving study-related issues. Faculty provide structured feedback on assignments, presentations, and final papers, ensuring students understand their performance and areas for improvement.

Support for diverse learners includes individual consultations, flexibility in assignment deadlines when justified, and referral to university services for students with disabilities or personal difficulties. International students, when enrolled, receive administrative support for documentation, blended mode participation when needed, and English-language academic assistance.

Faculty help students engage in research activities through supervision, methodological guidance, participation in conferences, and opportunities to collaborate on publications. This multi-layered support system ensures that students' progress academically, develop research competence, and navigate the programme.

To ensure equitable access, TSU provides need-based and merit-based scholarships at the university level, and students may also apply for state grants, employer co-funding schemes, and external scholarship programmes. Information on financing opportunities is communicated via the university website, programme briefings, email announcements, and student advisors. This financing model ensures programme stability while maintaining high academic quality and supporting continuous improvement.

Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, comprising full-time and part-time (visiting) lecturers, ensures that both academic standards and the requirements of professional practice are fully met. The faculty's academic qualifications align with the study programme's requirements and objectives. TSU verifies faculty members' qualifications through an established procedure. Specific measures are implemented to further qualify the faculty members.

The pedagogical and didactic qualifications of the faculty correspond to the requirements and objectives of the study programmes. TSU verifies faculty members' qualifications through an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures are implemented to further qualify the faculty members. The faculty's practical business experience aligns with the programme's requirement to integrate theory and practice.

The panel applauds the programmes for the Internal cooperation of its faculty members, who work together to align the modules/courses with the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and/or courses are conducted cooperatively.

The panel commends the programme for its excellent student support, which is integral to the faculty's services. Support is provided regularly and effectively helps students progress

successfully in their studies. The programme goes beyond standard expectations, as faculty members are also available to students outside the designated office hours. In the interview session, it became clear that the students are “fully content” with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Vocational Education and Human Resources Development

The programme is academically and organisationally managed by a Programme Director appointed by TSU in accordance with institutional regulations. The Programme Director oversees academic quality, curriculum implementation, course scheduling, student advising, faculty coordination, compliance with accreditation standards, and communication with university administrative units. Key responsibilities include:

- ensuring alignment of teaching with programme outcomes,
- supervising assessment processes,
- monitoring internship placements,
- organising quality assurance activities,
- reviewing student performance, and
- overseeing programme revisions in cooperation with the Faculty Council.

The Programme Director works closely with the Quality Assurance Office, Academic Affairs Office, and international relations units for mobility and external cooperation.

Collaboration with faculty occurs through regular meetings, joint planning of teaching activities, and coordination of exam schedules. The Programme Director also communicates with students, addresses academic concerns, and facilitates the integration of invited lecturers. This structure ensures smooth academic and administrative functioning of the programme and consistent support to both students and lecturers.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences is managed by a professor, who serves as the Head of the Programme (HoP). As a senior academic with extensive expertise in educational policy, curriculum studies, and higher-education management, the HoP oversees both the academic and organisational aspects of the programme. The HoP's responsibilities include curriculum planning, coordination of teaching staff, ensuring alignment with TSU's strategic goals, and monitoring the quality of teaching and learning processes.

The HoP leads the annual review of syllabi, supervises academic scheduling, and ensures compliance with national regulations and internal TSU policies. She collaborates closely with the Faculty of Education and Psychology's administrative units, including the Quality Assurance Office, Academic Affairs Office, and Student Services. These units support the programme director by handling documentation, registration, exam organisation, and communication with students.

The head of programme also maintains continuous communication with lecturers through regular programme meetings, workshops, and consultations. She engages with students via scheduled office hours, email communication, and academic advising sessions, ensuring timely support and guidance on academic progression, thesis supervision, and research development.

The programme director also collaborates with external stakeholders, including employers, partner universities, and professional associations, to ensure the programme remains aligned with labour-market needs and contemporary developments in the education sector.

4.2.2 Process organisation and administrative support for students and faculty

Both programmes

Administrative support is delivered through TSU's Faculty of Education and Psychology administrative units, including the Academic Affairs Office, Quality Assurance Office, Library Services, and International Relations Office. Students receive assistance with registration, documentation, exam organisation, transcript issuance, and general study management. Academic coordinators provide guidance on course schedules, classroom allocation, and communication of deadlines.

Lecturers are supported with classroom arrangements, technical equipment, printing services, and digital platforms such as Moodle and Turnitin. They receive orientation on academic procedures and administrative regulations. Students and faculty know where to seek service through the faculty webpage, orientation sessions, and posted contact information.

Administrative staff periodically receive training in IT systems, service quality, and modern university administration to ensure support. Specialised support is provided for students with disabilities, international students, and those with exceptional circumstances, ensuring equitable access to study resources and administrative services.

Specialised support, such as for students with disabilities, international applicants, or research-related needs, is coordinated through university-level services including the Quality Assurance Office, International Relations Office, and Student Services Centre. This ensures equitable access to academic and administrative support mechanisms.

Appraisal:

The panel was impressed by the programme directors, who coordinate the activities of everyone involved in each programme and ensure that each runs smoothly. The programme director successfully takes initiatives to promote the systematic development of the study programme in a manner that includes all relevant groups.

The panel applauds the two programmes for the Process organisation and administrative support for students and faculty. Faculty members and students are supported by the administration in organising the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in decision-making processes in which their areas of work are involved.

The opportunities of electronic service support are used to supplement personal one-to-one counselling. TSU offers the administrative staff opportunities for continuous professional development. Furthermore, during the on-site visit and the interviews, the panel found clear evidence that the administrative staff consistently acts as a service provider for both students and faculty.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)		X			
4.2.2 Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Vocational Education and Human Resources Development

The programme places strong emphasis on collaboration with international higher education institutions, ensuring graduates are prepared for globally oriented work environments. Through joint activities with European partner universities—such as shared seminars, collaborative courses, and co-taught sessions—students gain direct insight into diverse academic traditions and vocational education systems. Regular guest lectures delivered by experts from partner HEIs and VET specialists further enrich the learning experience with international perspectives (see also chapter 3.4.1 and 3.3.3).

Students can also take part in Erasmus+ ICM mobility, participate in cross-institutional research projects, and engage in intercultural learning formats developed jointly with partner universities. These cooperative initiatives strengthen students' cross-cultural communication skills, enhance their understanding of international VET and HRD practices, and equip them for careers in multinational organizations, international HRD units, and global development projects.

Examples include collaboration with European universities in CBHE projects focusing on competence-based education, VET reform, digital learning, and HRD innovation. These partnerships support curriculum updates, exchange of best practices, and participation in international academic networks. They also provide resources for faculty development, teaching innovation, and enhancing the programme's global relevance.

The programme plans to expand cooperation by deepening ties with VET-focused universities and HRD research centres to support joint modules, practice-sharing, and mobility opportunities. Important partnerships of the programme are e.g., the Otto von Guericke University Magdeburg.

Master's Programme in Education Sciences

The Master's Programme in Education Sciences benefits from long-standing cooperation agreements with national and international higher education institutions. Partnerships include Erasmus+ mobility agreements with European universities, collaborative research initiatives, and involvement in international networks focusing on education policy, teacher training, and curriculum development. These agreements are regulated through formal bilateral contracts, faculty-to-faculty collaboration agreements, and university-level memoranda of understanding. The cooperation provides students with opportunities for academic exchange, joint research seminars, guest lectures, and international project involvement. For example, Erasmus+ ICM partnerships enable students to spend a semester abroad, participate in specialized courses, or engage in cross-cultural research. Faculty exchanges also enhance programme quality by integrating international academic expertise.

Joint academic events-such as conferences, workshops, and policy forums-allow students to engage with international scholars, expanding their professional networks and exposure to diverse educational perspectives. TSU continues to strengthen existing partnerships and expand cooperation with new institutions. Strategic goals include establishing more structured mobility windows, developing joint research projects, and aligning the programme with European standards to increase international visibility.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Vocational Education and Human Resources Development

The programme collaborates with VET institutions, public agencies, private companies, training centres, and NGOs. Cooperation agreements define the scope of internships, practical training, guest lectures, joint projects, and employer involvement in curriculum refinement. These partnerships strengthen the programme's applied orientation and ensure alignment with labour market needs. Students undertake internships in VET colleges, HR departments, consulting firms, and professional associations. Partner organisations provide real-world tasks, access to workplace data, and participation in organisational development projects. Many invited lecturers are active professionals whose ongoing work enriches course content. These collaborations influenced programme design, ensuring inclusion of practice-oriented modules such as HR Competence Development, Internship, Leadership, Quality Management, and Career Development. Ongoing engagement with employers helps integrate practical skills, contemporary HR tools, and sector-specific expectations into the curriculum.

Master's Programme in Education Sciences

Cooperation with professional organisations, educational institutions, and NGOs plays a central role in delivering the Master's Programme in Education Sciences. TSU maintains collaborations with schools, teacher training centres, educational NGOs, research institutes, and ministries involved in education reform. These partnerships are guided by memoranda of cooperation, internship agreements, and joint project frameworks.

Students benefit from access to practicum placements, applied research opportunities, and real-world case studies provided by partner organizations. Internship modules are conducted in collaboration with schools, VET colleges, educational resource centres, and NGOs, enabling students to apply theoretical knowledge in authentic environments.

These partnerships influenced the programme's design, ensuring that curriculum content reflects practical needs in educational management, curriculum development, inclusive education, and contemporary pedagogical practices. Employers regularly contribute to curriculum update processes by offering feedback through surveys, meetings, and project collaboration.

This integration of practical experience ensures that students graduate with the applied skills needed for leadership roles, teaching positions, research, and educational consultancy.

Appraisal:

Cooperation with national and international higher education institutions is strategically embedded in both study programmes and actively contributes to their development. In Vocational Education and Human Resources Development, partnerships with European universities support shared seminars, collaborative courses, co-taught sessions, and regular guest lectures from VET experts. Participation in Erasmus+ ICM mobility, cross-institutional research, and CBHE projects focusing on competence-based education, VET reform, digital learning, and HRD innovation ensures that international expertise shapes curricular content and enhances the programme's global orientation.

The Education Sciences programme likewise benefits from long-standing cooperation agreements, Erasmus+ partnerships, and joint academic activities such as seminars, workshops, and research initiatives. Student and staff exchange, shared learning formats, and faculty collaboration strengthen the integration of international perspectives. Across both programmes, these measures significantly enhance students' intercultural competence, comparative analytical skills, and professional readiness, demonstrating the formative impact of institutional cooperation on qualifications and graduate profiles.

Cooperation with schools and other organisations is actively promoted (for example, through regular joint conferences/meetings of those involved in the study programme in responsible positions to discuss the programme's further development). Such cooperation has a formative impact on the programme's content and on the graduates' profile. By means of specific measures (e.g. cooperation in projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

Both programmes

The programme is delivered in fully equipped lecture halls and seminar rooms at TSU's Faculty of Education and Psychology. Facilities include medium-sized classrooms (20-40 seats), large lecture rooms (up to 80 seats), and group-work rooms. Computer labs are available for courses requiring statistical software (such as SPSS) or digital learning tools. All teaching spaces are equipped with projectors, smartboards, computers, high-speed internet, audio systems, and access to digital platforms. Facilities are barrier-free and accessible to students with disabilities. Students have full access to Wi-Fi, computer labs, printers, and online learning tools. Rooms support interactive teaching methods, group work, and blended learning formats.

4.4.2 Access to literature (Asterisk Criterion)

Both programmes

Students gain full access to the TSU Library and its extensive physical and digital collections. The library operates long weekday hours and provides thousands of books, journals, e-books, and specialised databases. Online access includes academic databases such as EBSCO, JSTOR, SpringerLink, Elsevier, OECD Library, Taylor & Francis, Emerald, Cambridge Journals, and national repositories.

Resources are accessible both on-campus and remotely. Students can access digital literature remotely using their university credentials. This provides full-text access to e-books, peer-reviewed journals, research reports, and dissertations. Regular updates ensure materials remain current. Research consultations, orientation sessions, and training on database use are provided to help students navigate literature searches and academic research tools. Librarians assist students in identifying relevant sources, using referencing software, and developing research strategies.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group

rooms is available. Services to adequately support the participants are documented. The requirements for students' workstations at home are listed (e.g., technical IT equipment).

The library's opening hours adequately take students' needs into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and is also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

4.5.1 Career counselling and placement service

Both programmes

Career development and employability support at Ivane Javakhishvili Tbilisi State University (TSU) is provided centrally through the TSU Career Services, which offers comprehensive guidance to students and recent graduates across all academic levels. The Career Services office is responsible for connecting students with job and internship opportunities, offering individual counselling, and supporting their transition into the labour market. Career Services provides a wide range of structured activities, including workshops on CV and cover-letter writing, interview preparation, networking strategies, and digital career identity (LinkedIn optimisation). Regular training sessions focus on transferable skills such as communication, teamwork, and professional presentation. The office also organises annual job fairs, sector-specific recruitment events, employer presentations, and networking sessions with public institutions, private companies, and international organisations. An online job platform and mailing list share updated vacancies, internships, Erasmus+ mobility opportunities, and calls for research assistantships.

Students may schedule appointments with Career Services advisors through email or online booking systems, and events are announced via the TSU website, social media pages, and faculty mailing lists. Virtual counselling sessions are available for students who cannot attend in person, ensuring equal access for international students and those with limited mobility. Career Services maintains active partnerships with government agencies, NGOs, international organisations, educational institutions, and major employers. Collaboration includes internship placements, joint events, employer-led workshops, and participation in curriculum advisory discussions. These partnerships improve placement opportunities and ensure alignment between labour-market needs and academic preparation.

International students receive tailored guidance on navigating local labour markets, work-permit regulations, and opportunities for global career pathways. Recent graduates continue to have access to career counselling, job listings, and alumni networking events. Although

university-wide statistics vary by programme, internal tracking indicates that students who actively use Career Services demonstrate higher employment rates and faster job placement after graduation, particularly those who complete internships facilitated through TSU's partnerships.

4.5.2 Alumni Activities

Both programmes

TSU maintains an active approach to supporting graduates through a combination of institutional structures, faculty-level initiatives, and university-wide services that collectively serve the role typically undertaken by alumni organisations. Although there is no formal standalone alumni association, the University ensures meaningful and ongoing engagement with graduates across all educational levels.

TSU supports alumni primarily through dedicated units such as the Career Services Office, programme coordinators, and faculty administrative teams, which maintain communication with graduates, invite them to academic and professional events, and encourage their continued involvement in university life. Many faculties-including those hosting the programmes under accreditation-regularly reach out to alumni to participate in guest lectures, student mentoring, advisory panels, and research dissemination events.

Alumni engagement activities include networking meetings, public lectures, programme-specific reunions, professional development seminars, and involvement in Erasmus+ dissemination events. These are organised periodically throughout the academic year and often integrated into broader university events, allowing graduates to remain connected with academic staff, current students, and each other. Faculty members and programme directors play an important coordinating role by maintaining up-to-date contact networks, inviting graduates to share professional insights, and involving them in curriculum discussions or quality assurance feedback cycles.

TSU ensures continuous communication with alumni through email, social media channels, institutional mailing lists, and programme webpages. Graduates are also encouraged to participate in research collaboration, project activities, and internship supervision, strengthening the link between academic study and professional practice.

Staff resources for alumni engagement include programme administrators, quality assurance officers, and the Career Services Office, which collectively support information exchange, event organisation, and professional networking opportunities.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. TSU provides sufficient resources. An alumni organisation has been set up to develop an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

Both programmes

The programmes are financed entirely through student tuition fees (2250 Gel/697 € per academic year), which constitute the primary source of programme sustainability. The annual tuition fee is set according to TSU regulations and fully covers instructional costs, administrative support, library access, and infrastructure use. Budget allocation typically follows internal faculty financial frameworks: faculty salaries (45-50%), administrative and academic support (15-20%), library and digital resources (10-15%), facility and IT maintenance (10%), and programme development, including invited lecturers (10-15%). Financial oversight is conducted by TSU's Faculty of Education and Psychology in coordination with university financial departments, ensuring compliance with national regulations and institutional audit procedures.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

Both programmes

Quality assurance for the programmes follows TSU's internal QA regulations and the national accreditation framework. Programme quality is continually monitored by the Faculty QA Office through systematic evaluation of teaching, curriculum relevance, and learning outcomes. Key elements include student semester evaluations, employer consultations, graduate feedback, and annual programme review meetings. All instructors complete course self-evaluations, which are analysed alongside student surveys to assess teaching quality, workload adequacy, and alignment with learning outcomes.

Statistical data on admission numbers, retention, graduation rates, and student performance are regularly monitored to identify trends and needed improvements. Workload and ECTS credit allocation are reviewed by comparing planned workloads in syllabi with student feedback from structured questionnaires. Curriculum revision is informed by findings from QA evaluations, input from partner institutions involved in VET and HR reforms, and feedback from employers engaged in internships and practice-based modules.

Responsibility for QA lies with the Faculty Quality Assurance Office, supported by the Programme Coordinator and course instructors. The QA process ensures that the programme remains responsive to labour-market needs, incorporates updated methodological and practical components, and maintains alignment with European standards for master's education.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

TSU conducts systematic and multi-layered student evaluation processes to ensure continuous enhancement of teaching quality and programme effectiveness across all study levels. Course and programme evaluations are coordinated by the TSU Quality Assurance (QA) Office in cooperation with faculty QA units. Students complete anonymous electronic evaluation surveys at the end of every semester for each course and lecturer. These surveys include quantitative ratings and qualitative commentary regarding teaching effectiveness, course content, assessment fairness, workload, and alignment with intended learning outcomes. In addition, periodic programme-level surveys are administered at key stages of study (e.g., mid-programme and before graduation), enabling broader feedback on curriculum design, academic support services, and overall learning experience.

The faculty QA Office is responsible for analysing the results and preparing summary reports, which are then discussed with programme directors and relevant academic staff. Where necessary, action plans are developed, such as revising course content, adjusting workload, introducing new teaching methods, or improving assessment practices. Examples of implemented changes include the refinement of learning materials and the introduction of additional consultation hours in response to student feedback.

Students are informed of evaluation outcomes and subsequent measures through faculty meetings, Moodle announcements, and programme information sessions, in accordance with TSU's internal QA communication guidelines. Anonymity is guaranteed through the digital evaluation system, which prevents the identification of individual respondents and ensures that results are accessible only in an aggregated form. This encourages open and honest feedback and reinforces a student-centred culture of continuous improvement.

Evaluation findings are incorporated into annual programme monitoring reports and contribute directly to curriculum revision, teaching improvement strategies, and faculty professional development planning, ensuring alignment between student needs, learning outcomes, and programme quality.

5.2.2 Evaluation by faculty

The evaluation of study programmes by faculty at TSU follows a structured and institutionally regulated quality assurance process coordinated by the TSU Quality Assurance Office in collaboration with faculty-level QA units. Faculty feedback is a key component of continuous programme improvement and is collected through multiple formal and informal mechanisms. Faculty members provide feedback through regular academic council meetings, curriculum committee discussions, structured annual surveys, course-level reflection forms, and consultations with programme directors. Programme-level meetings-including beginning-of-semester planning sessions and end-of-semester reflection workshops-serve as the primary platforms for evaluating curriculum content, sequencing, assessment methods, student progress, and organisational procedures.

The Faculty Quality Assurance Manager and programme directors analyse the collected input, prepare summary reports, identify issues requiring action, and propose revisions. These proposals are then discussed within the Faculty Council, and decisions are formalised through official orders. Evaluations are conducted each semester to ensure continuous monitoring of programme implementation.

Faculty members are informed about results and introduced to measures through formal email communications, QA reports, faculty meetings, and curriculum committee updates. The process is governed by TSU's internal QA policy, which mandates transparency, collegial decision-making, and documented follow-up actions.

Faculty evaluate a wide range of aspects, including:

- Curriculum coherence, content relevance, and alignment with labour-market and research trends
- Assessment formats, workload distribution, and credit adequacy
- Administrative processes, including scheduling, examination organisation, and communication
- Student academic performance, learning challenges, and progression
- Resource sufficiency, including library access, digital platforms, and teaching facilities

The effectiveness of this evaluation process is measured by tracking implemented improvements, such as updated syllabi, modified assessment methods, the redistribution of workload across modules, the introduction of new elective courses, the refinement of admission procedures, and the enhancement of academic support services. For example,

faculty input has recently resulted in revising research-methodology modules, increasing project-based learning components, and adapting course materials to reflect contemporary international practices. Overall, the faculty evaluation system ensures continuous enhancement, alignment with institutional strategy, and quality-driven programme development.

5.2.3 External evaluation by alumni, employers and third parties

TSU systematically integrates feedback from external stakeholders-alumni, employers, professional associations, partner organisations, and field experts-into the continuous improvement of all academic programmes. External evaluation is conducted regularly through structured tools such as online surveys, semi-structured interviews, tracer studies, employer consultations, focus groups, and participation in advisory bodies. These mechanisms are coordinated by the TSU Quality Assurance Office in collaboration with programme directors and faculty councils.

Stakeholder feedback is analysed by the programme-level QA coordinators and Faculty Quality Assurance Service, who determine follow-up actions, propose modifications, and present recommendations to the Faculty Council for approval. Evaluations with alumni and employers are typically conducted annually or biannually, depending on programme needs, strategic priorities, and ongoing accreditation cycles. Tracer studies include questions on graduate preparedness, relevance of competencies, employability, labour-market alignment, and satisfaction with programme outcomes. Employers evaluate curriculum relevance, practical skills, research competencies, digital skills, and graduates' ability to work independently and in teams.

External stakeholders are informed about results and improvements through public reports, targeted communication, follow-up meetings, and partnership activities. Though TSU does not have a formal written policy governing communication with external evaluators, established QA procedures ensure that stakeholders receive feedback on actions taken and remain engaged in future cycles.

Programme improvements based directly on employer and alumni feedback include updating course syllabi, expanding practice-oriented components, strengthening research methodology modules, enhancing digital and soft-skills components, and revising internship frameworks in MA programmes. Employers' recommendations have also influenced the integration of contemporary labour-market themes, the introduction of new elective components, and adjustments to workload balance to improve feasibility and relevance.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Information about all study programmes is documented and publicly accessible through several official communication channels of TSU. The primary source is the TSU official website (tsu.ge), where each programme is presented under the Faculty of Education and Psychology's academic catalogue. However, at the time of my visit to the University and the preparation of this report, the official Tsu website was transitioning from one platform to

another. Programme descriptions typically include the programme aims, structure, admission requirements, learning outcomes, graduation rules, contact information, and tuition details. For internationally oriented programmes, the information is also available in English, ensuring accessibility for international applicants and partners. The Master in Vocational Education and Human Resources Development has some information in English on its website.⁴ The Master's in Education Sciences has only a Georgian website.⁵

Curricula and syllabi are documented in official programme catalogues and published online through the faculty webpage and the TSU electronic learning platform (Moodle/UNIS).⁶ These documents include module descriptions, credit distribution, assessment principles, and qualification requirements. Updated syllabi are uploaded each semester by course instructors in accordance with TSU's internal regulations.

Responsibility for ensuring accuracy and up-to-date information is shared among several units: the Programme Heads, the Faculty Quality Assurance Office, and the Faculty Administration. Programme Heads ensure the correctness of academic content; the QA Office verifies compliance with national standards and accreditation requirements; and the Faculty Administration updates information on official platforms.

In cases where changes are made to curricula, admission criteria, or organisational procedures, updates are communicated immediately through the TSU website, faculty announcements, email notifications, and student information meetings. This multi-layered system ensures that prospective students, current students, academic staff, and external stakeholders always have access to reliable, up-to-date programme information. International students find admission information online.⁷

5.3.2 Information on activities during the academic year

TSU ensures transparent, continuous communication about academic and non-academic activities throughout the academic year through multiple official channels. Information about programme-related events, academic calendars, examination schedules, mobility opportunities, guest lectures, research seminars, and institutional news is published on the TSU official website (www.tsu.ge), faculty webpages,⁸ departmental pages, and social media platforms.

Academic activities communicated include enrolment periods, registration deadlines, class schedules, examination timetables, thesis-related procedures, research colloquia, invited

⁴ A partially English version of the website can be found here:

<https://www.tsu.ge/en/faculty/FACULTY%20OF%20PSYCHOLOGY%20AND%20EDUCATIONAL%20SCIENCES/programs/526>, last accessed on February 23, 2026.

⁵ A website in Georgian can be found here:

<https://www.tsu.ge/ka/faculty/FACULTY%20OF%20PSYCHOLOGY%20AND%20EDUCATIONAL%20SCIENCES/programs/369>

⁶ <https://www.tsu.ge/assets/media/files/88/Programme/EN-MA-TVET.pdf>, last accessed on February 20, 2026, last accessed on February 23, 2026.

⁷ <https://www.tsu.ge/en/international-student>, last accessed on February 23, 2026.

⁸ On English website about the Department of Education Sciences of Tbilisi State University can be found here:

<https://www.tsu.ge/en/faculty/665/FACULTY%20OF%20PSYCHOLOGY%20AND%20EDUCATIONAL%20SCIENCES/page/Department-of-Education-Sciences>, last accessed on February 23, 2026.

lectures, and quality assurance updates. Non-academic communications cover public lectures, conferences, cultural events, student competitions, career fairs, and university-wide initiatives. Faculties and programmes also use internal mailing lists, Microsoft Teams channels, and Moodle to provide real-time updates.

TSU disseminates regular announcements, newsletters, and event notifications, while departments frequently issue targeted emails to enrolled students and faculty. Feedback on the clarity and effectiveness of communications can be provided through student surveys, faculty consultations, and direct communication with administrative offices. This input is reviewed by programme coordinators and the Faculty Quality Assurance Service, which uses it to refine communication formats, frequency, and content.

TSU publishes an annual institutional report, accessible on the university website, presenting statistical data, academic achievements, research outputs, financial indicators, and information on major projects. Faculties also produce internal annual summaries used for planning and accreditation processes.

Overall, communication processes are systematically evaluated and continuously improved based on stakeholder feedback to ensure that students, faculty, and external partners receive timely, accurate, and relevant information about academic life and institutional developments.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population.

The panel noted that the assessment of students' actual workload is not systematically analysed or evaluated. Although the experts received a student questionnaire from TSU that explicitly and thoroughly addresses the workload of individual courses, as well as a Google-translated version of the QA reports covering the past five years, the survey results did not demonstrate that workload-related findings were analysed separately for each individual programme. Consequently, the panel formulated the following condition:

- **The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.**

Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and used to inform the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The content and curriculum of the Master in Vocational Education and Human Resources Development have been suitably documented and published. However, the content, curriculum and examination scheme for the Master in Education Sciences is not described in English online. Furthermore, the examination scheme is not published in English for both programmes. Therefore, the panel issues the **condition**:

- **The University provides comprehensive information about content, curriculum, and exam regulations in English on the website of TSU for the study programmes in a user-friendly way.**

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)	Condition				
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students	X				
5.2.2	Evaluation by faculty	X				
5.2.3	External evaluation by alumni, employers and third parties	X				
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)	Condition				
5.3.2	Information on activities during the academic year	X				

Quality profile

HEI: Ivane Javakhishvili Tbilisi State University, Georgia

Master programme:

Vocational Education and Human Resources Development (VET)

Education Sciences (ES)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")		VET	ES		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X			
3.1.4	Interdisciplinary thinking		X			
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X			
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		VET	ES		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers	X				
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks		X			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties		X			
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				Condition	
5.3.2	Information on activities during the academic year			X		