



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

Accounting and Audit

International Black Sea University

June 20, 2018

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	International Black Sea University, LLC
HEI's Identification Code	229275405
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Accounting and Audit
Level of Education	1st cycle of higher education
Qualification Granted Indicating Qualification Code	Bachelor in Business administration in Accounting
Language of Instruction	English
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Dr., prof. Tatjana Volkova BA School of Business and Finance, Latvia
Member (Name, Surname, University/organization/Country)	Dr., Prof. Nino Zarnadze, Caucasus International University, Georgia

Member (Name, Surname, University/organization/Country)	Mr. Nikoloz Kavelashvili Ilia State University
Member (Name, Surname, University/organization/Country)	Mr. Irakli Gabriadze Ivane Javakhishvili Tbilisi State University

Accreditation Report Executive Summary

§ General information on the education programme

Bachelor programme in Accounting is offered by International Black Sea University (IBSU) and was accredited in 2011. The programme was considerable modified since 2015 and in autumn 2017. The modification of the content of the program in 2015 led to the new title Accounting and Audit, as the direction of auditing was added in the programme and in 2017 adaptation to the Business administration general programme with specialization in Accounting and Audit took place.

The credit value of the Bachelor programme is 240, thus following the NQF requirements for the first level of higher education programs. The 89 students were admitted in the programme since 2013/2014: in 2013/2014 - 3, 2014/2015 - 2, 2015/2016 - 18, 2016/2017 - 27, 2017/ 2018 - 29) and 7 graduates (the number of graduates was provided during the site visit, although in the document of program development 6 graduates were indicated).

§ Brief overview of the accreditation site-visit

The accreditation site visit took place on the June 20, 2018. During the site visit the meetings with Self-evaluation team (3 members), Head of the programme, 4 faculty members, 4 invited lecturers, 8 students, 3 employers and career planning manager took place. The expert panel had opportunity to visit library and to have a tour around the campus.

§ Summary of education programme's compliance with the standards

The programme is:

- a partially compliant with the standards 1 and 2;
- a fully compliant with the 3;
- a substantially compliant with the 4 and 5th standard.

§ Summary of Recommendations

1. To reconsider the goal and aims of the programme for ensure alignment with the qualification awarded and national and international requirements for professional accountants and auditors.

2. To adjust the title awarded to the Bachelor's degree of Business administration in Accounting and Audit to ensure alignment with the title and content of the programme.
3. To redesign the study programme according to the requirements of the NQF by structuring the programme around major, minor and free components of the programme or to structure around major and free components to comply with the requirements of the NQF;
4. The programme content needs to be adjusted to the field of studies making sure that all necessary components of the field of studies (Accounting and Audit) are included in the programme thus ensuring the acquisition of competencies necessary to perform professional activities both in accounting and audit required after graduation of the first level of higher education.
5. To redesign the programme by reallocating elective courses to the major component of the programme thus ensuring alignment with the degree awarded and title of the programme.
6. To reconsider design of the study course content description towards the broader topics of the subject thus providing more space for student centered approach applied in the teaching and learning.
7. To reconsider design of the study course syllabus around fewer LOs and broader topics to ensure teaching based on the student-centered approach not limiting learning specific topics to the particular time frame.
8. To ensure that the strategic planning and performance management skills are developed under the programme to meet the labour market needs.
9. To ensure that prerequisites for the academic courses are predefined.
10. To ensure that the components of the programme is logically connected to the LOs of the Accounting and Audit program.
11. To adjust the LOs of the programme, its components and study courses to the qualification level of the first cycle of HE according to NQF.
12. To formalize the involvement of employers, etc. other stakeholders, including Alumni, in development of study programme.
13. To inform students about the achievement of study course LOs in order to better formulate their learning gaps and ways for improvement towards LOs.
14. To add to the programme teaching materials covering specific topics envisaged by ACCA and CFA curriculum.
15. To ensure that the quality assurance results are more utilized to improve the formulation of programme aims, LOs, content of the programme to ensure compliance with the first level of higher education LOs level and requirements of current and future labour market needs.

§ Summary of Suggestions

1. To organize workshops/seminars about the future implications for the accountants and audit professionals.
2. Programme development Council chaired by representatives of professionals in the field of studies could be established for meeting regularly (2x a year) to discuss the development of the programme.
3. To provide the information about different extracurricular research activities more actively through different communication channels and encourage students to take part in those activities.
4. To invite more international guests lectures for delivering course or part of the course.
5. To involve Alumni in delivering certain parts of the study programme.
6. To add to the programme teaching materials covering specific topics envisaged by ACCA and CFA curriculum.

7. To ensure broader communication with internal and external stakeholders about the quality assurance system in order to increase the awareness about the requirements and approached applied in the quality assurance process.
8. The development of competencies of Quality Assurance Office on the latest approaches in quality continuous development would be helpful to assure the high level quality of all activities of IBSU.

§ Summary of best practices (If Applicable)

Not applicable

§ In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

Compliance of the Programme with Accreditation Standards

1. Educational programme objectives, learning outcomes and their compliance with the programme

1.1 Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The programme goal is "... based on student-centered teaching to prepare competitive specialists who will be able to to perform modern business management activities according to the national and international standards **in different sectors**, which provides a fine opportunity for employment in Public, Private, and Non-governmental sectors". The program aims "to provide students with *a thorough knowledge of practical skills* and general competences of theoretical and practical aspects of business and Accounting and Audit activities".

The programme objectives are not clearly defined. Keeping in mind the qualification granted after graduation of the program Bachelor in Business Administration in Accounting the stated goal to prepare competitive specialists in different sectors is too broad.

The program aims at preparation of specialists in two disciplines of studies - Business management, as well in Accounting and Audit thus leading to mismatch of title and content, as well with the academic degree *Bachelor in Business Administration in Accounting* awarded.

The programme objectives could be more focused to the Accounting and Audit discipline of studies thus ensuring alignment of degree awarded and the title of the program. The program objectives could

be tailored towards the preparation of specialists in Accounting and Audit able to perform activities according to national and international standards in the specific field of studies. Thus, making those goals more achievable and relevant to the current and future labour market needs.

The programme objectives in general are consistent with the mission of the IBSU and consider growing demands of professional accountants and auditors in the country. Therefore, the programme objectives are only partly achievable within the frames of this programme.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - SER
 - Educational Program
 - Interview with a Rector and Vice-rector for international affairs
 - Interview with Self-evaluation group
 - Interview with a programme coordinator
 - Interview with academic staff
 - Interview with invited lecturers
 - Interview with employers
 - Interview with Alumni

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards
 1. To reconsider the goal and aims of the program for ensure alignment with the qualification awarded and national and international requirements for professional accountants and auditors.

Suggestions for programme development:

- Non-binding suggestions for programme development
Not applicable

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
Not applicable

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

1.2 The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

There are too many LOs formulated on the both: programme (35) and the study course levels. The international practice varies between 4 - maximum 8 LOs thus allowing to deliver an integrated approach to design of LOs and to make it more achievable, measurable and clearer for communication purposes with internal and external stakeholders. Such approach is helpful also to deliver effective LOs mapping. The LO defines what the student is expected to be able to demonstrate on completion of the programme/course. This is set against a particular level of study, in this case the first level of higher education. To graduate a programme the student must demonstrate achievement of all the LOs associated with that programme module.

The LOs on the programme level are only partially compliant with the NQF requirements to the first level of higher education which requires to demonstrate, e.g. advanced knowledge of the field of study, including critical analysis of theories and principles; understanding of complex matters of the field of study; ability to use field specific methods and also certain selected methods for the solution of problems; ability to carry out research and practical projects under predetermined directions; ability to select and interpret field specific data, also to analyze abstract data and/or situations using standards and certain selected methods, ability to make sound judgement; ability to prepare a detailed written report on ideas, current problems and solutions to them and to communicate information orally to specialists and non-specialists in the Georgian and foreign languages; ability to creatively use modern information and communication technologies; ability to evaluate own learning process in a coherent and comprehensive manner; ability to identify further learning needs.

The LOs of the programme Accounting and Audit are formulated as follows, e.g. “graduates knows basic principles and provisions of market economy..., basic principles of general management, the essence and fundamentals of financial audit control, etc. which is not sufficient for the first level of higher education stated by NQF. As NQF requires to demonstrate advanced knowledge in the field of studies, therefore the content of the courses is built around delivering the “basic principles” thus not ensuring the achievement of the objectives and student LOs of the components for the first level of higher education studies within academic hours allocated.

The free components in amount of 23 ECTS contain the courses which should be part of Major component of studies, e.g. Audit and Assurance, Consolidated Financial reporting, Financial Statement Analysis, Taxation International Transactions, among others.

As it has been mentioned there are too many LOs for study courses, thus limiting the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized. For example, during the study course Accounting and Audit having 5 ECTS or 47 contact hours, among them lectures 20 hours the student has to acquire 21 LOs and to learn 14 topics. Some important topics as Professional Ethics has only 1-hour lecture (45 minutes) and 1-hour seminar and 1-hour practice. This is not sufficient for demonstrating intended LOs: realizing ethical norms and values and the importance of ethical behavior in the professional audit. The course topic content also doesn't include the ethical norms and values but is built around fundamental principles of professional ethics. The assessment of course LOs are not designed around course LOs. In

the case if 21 LOs exists for the course it is almost impossible to deliver assessment of achievement of each LO. The same applies also to other courses of the programme. For example, for the course Taxation of International Transactions there are 15 LOs, but not all of them are correctly presented, e.g. as to the Communication skills LOs is just mentioned that students have to demonstrate analytical skills, relevant skills for research, which makes difficult to assess them at the end of the course. Assessment of the course results is not linked to the course LOs.

In general, the course content description is too detailed and prescribes the number of hours to each topic. This approach limits flexibility in delivering the course and student centered approach if more hours would be needed to explain the particular topic. The study course syllabus is too long and too prescriptive (e.g. 11 pages for course Audit, 9 pages for Taxation of International Transactions, etc.).

There is a need to reconsider the design of the study course description towards the broader topics thus providing more space for student centered approach applied in the teaching and learning. Therefore, the components of the programme and the content of some courses only partially ensure the achievement of programme objectives and student LOs to the appropriate level of qualification in the NQF.

<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> ● NQF ● Self-assessment report ● Educational program ● Syllabus of study courses ● Interview with the Self-assessment group ● Interview with a Program coordinator
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. LOs of the programme, components and study courses have to be adjusted to the qualification level of the first cycle of HE according to NQF.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ol style="list-style-type: none"> 1. To consider design of the study course content description towards the broader topics of the subject thus providing more space for student centered approach applied in the teaching and learning.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes <p>Not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p>X Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

1.3 Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The content of the programme Accounting and Audit has been recently adjusted to the general Business administration programme with specialization in Accounting and Audit. As it was stated above the Bachelor's degree of Business administration in Accounting is awarded. It complies with the requirement of the NQF stating that the title of a qualification of the first cycle educational programme includes the term "Bachelor" together with the specification of the direction or/and field/specialty.

Although the title of the degree awarded is only partially compliant with the title of the programme "Accounting and Audit" as contains only part of it, not mentioning the Audit part of the programme.

According to NQF the structure of the program has to be organized as follows: "... a student is entitled to combine major (at least 120 credits) and minor (60 credits desirable) specialties in the following manner:

- Major and free components;
- Major, minor and free components;
- Major and two minors".

The programme is organization around Major, minor and free components structure according to the NQF is only partially compliant with the requirement of the NQF. The requirement is to provide at least 120 ECTS in major field of studies, in this case, Accounting and Audit. The structure of the program is organized around "Minor/ free credits" (65 ECTS), Accounting and Audit Module (65 ECTS) which could be considered as a Major component of studies and elective courses as a free components of study program (23 ECTS). The English language course (15 ECTS) is not given under the elective courses heading, Academic writing (5 ECTS) and Information technology (5 ECTS) either no to "minor/free credits" of the program, neither under Accounting and Audit Module of the studies.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - SER
 - Educational Program
 - National Qualification Framework
 - Interview with the Self -assessment team
 - Interview with the Programme coordinator,

<ul style="list-style-type: none"> ● Interview with an employers ● Interview with an academic staff ● Meeting with the Alumni
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. To adjust the title awarded to the Bachelor's degree of Business administration in Accounting and Audit to ensure alignment with the title and content of the programme. 2. To redesign the study programme according to the requirements of the NQF by structuring the program around major, minor and free components of the programme or to structure around major and free components to comply with the requirements of the NQF; 3. The programme content needs to be adjusted to the field of studies making sure that all necessary components of the field of studies (Accounting and Audit) are included in the program thus ensuring the acquisition of competencies necessary to perform professional activities both in accounting and audit required after graduation of the first level of higher education. 4. To redesign the programme by reallocating elective courses to the major component of the programme thus ensuring alignment with the degree awarded and title of the programme.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <p>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p> <p>Not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Programme LOs ensure the competitiveness of its graduates for studies at the next level of education as 40% of graduates continue the studies on the Master program level. The graduates are competitive on labour market currently. According to the information provided by University during the site visit the Alumni employment rate in 2017 n/a, 2016 - 100%, 2015 - 100% and by their qualification in 2017 n/a, 2016 - 100%, 2015, 83 %, 2014 - n/a.

Graduates of the programme are exempted from professional certification exams F1, F2 and F3 which is granted as programme matches 70% and more the content corresponding books of the certification exams organized by Georgian Federation of Professional Accountants (GFPAA). This proves that IBSU put strong efforts to ensure competitiveness of graduates in the labour market.

The future employability skills could be strengthened for current students as the field of Accounting and Audit changes rapidly. According to the ACCA research professional accountants of the future will need to develop and demonstrate the ability to combine their technical knowledge, skills and abilities with interpersonal behaviors and qualities. From now on, all professional accountants must complement strong technical skills and ethics with strong communication skills. Communication skills will be among the most important competencies across all specialist areas and have been identified in ACCA's research as an area where there is a large skills gap. Filling the gap will not be easy – not least because of the broad spectrum of meanings assigned to the phrase 'communication skills' by those in and around the profession. This is illustrated by the perspectives of professionals specializing in strategic planning and performance management. They suggest that many newly qualified accountants lack the 'people skills' to deal constructively with confrontation and do not have the confidence to make necessary challenges (see: Professional accountants - the future, ACCA, 2016).

The same refers also to the requirements to auditors' professionals according to the Financial Audit guidelines, International standard Compliance Audit guidelines ISSAI 3000 - 3100, (International standards for auditing. International standards for audit, <https://sao.ge/en/audit/methodology/international-standards-on-auditing>).

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - Self-assessment report
 - Interview with Rector and Vice - rector
 - Interview with program coordinator
 - Interview with employers
 - Interview with invited faculty

<ul style="list-style-type: none"> ● Interview with students ● Interview with Alumni ● Memorandum of Understanding with Georgian Federation of Professional Accountants (18.05.2015.)
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. To ensure that the strategic planning and performance management skills are developed under the programme to meet the labour market needs.
<p>Suggestions for programme development: Non-binding suggestions for programme development</p> <ol style="list-style-type: none"> 1. To organize workshops/seminars about the future implications for the accountants and audit professionals
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

1.5. The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development, is established and implemented

<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>The mechanisms of stakeholders (employers and alumni) participation in the establishment of LO and programme development is in place, although it is not formalized and doesn't lead to the well-developed program objectives, LOs and component structure of the program. Students provide feedback about the program, academic staff take part in the development of program, but there is a room for further improvement of these activities to ensure that program LOs, the structure of its components and study course LOs lead to the compliance with NQF requirements, as well to current and future labor market needs and professional competencies of accounting and audit specialists.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> ● SER ● Interview with academic staff, ● Interview with invited lecturers ● Interview with students ● Interview with program coordinator ● Interview with Alumni ● Interview with employers ● Interview with Self-assessment group
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. To formalize the involvement of employers, etc. other stakeholders, including Alumni, in development of study programme.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ol style="list-style-type: none"> 1. Programme development Council chaired by representatives of professionals in the field of studies could be established meeting regularly (f.e. 2x a year) to discuss the development of the programme.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme			X	

2. Teaching methodology and organization, adequate evaluation of programme mastering

2.1. Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)</p> <p>According to the Georgian law, passing Unified National Exams (UNE) is required to be admitted to the HEI on bachelor educational level. Anyone who completed high school can apply.</p> <p>The admission to the programme is in full compliance with Georgian legislation. It is based on the results of UNE. This ensures transparent process and evaluation. University accepts candidates who selected IBSU among other universities and have a sufficient grade to pass internal competition between other candidates. Specifically, candidate who wants to be admitted to IBSU should pass three obligatory UNE exams: General Aptitude, Georgian and English Languages and one elective out of Mathematics, History, Geography and Civic Education. English exam has significant weight in overall grade for programme in English. The candidates who elect and pass UNE in Mathematics are eligible for about the half of admission quota.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> ● Interview with Self- assessment group ● Interview with programme coordinator ● Interview with students
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>No recommendations</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>No suggestions</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- X Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.2 Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Programme description contains details of courses, LOs and methods of attainment of LOs, including lectures, practice, group work, seminars presentation, case studies, etc. The content of the study courses are too detailed by describing activities and content on weekly basis thus limiting application of the student centered approach to teaching and learning to ensure achieving the study course LOs based on student's learning path.

During the interview students confirmed that they have an opportunity to practice in audit and financial consulting companies. For that purpose, university has signed memorandum of cooperation with a number of companies. The program and study course descriptions contain extensive and ambitious list of LOs, though achieving all of these outcomes with current amount of program specific courses would be a challenge. The teaching methods applied have be more tailored towards the professional and academic requirements of the accounting and audit professionals.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - SER
 - Interview with program coordinator
 - Interview with students

<ul style="list-style-type: none"> ● Interview with employers
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. To adjust teaching methods to academic and professional requirements and development of necessary skills to perform professional activities 2. To reconsider design of the study course syllabus around fewer LOs and broader topics to ensure teaching based on the student-centered approach not limiting learning specific topics under the academic hours allocated.
<p>Suggestions for programme development: Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/>Complies with requirements</p> <p><input checked="" type="checkbox"/>Substantially complies with requirements</p> <p><input type="checkbox"/>Partially complies with requirements</p> <p><input type="checkbox"/>Does not comply with requirements</p>
<p>2.3 The sequence and admission preconditions of programme components are logical</p>

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The programme consists of general courses for example, Macro and Micro Economics, Marketing, Statistics as well as program specific subjects, Audit, Taxation, Financial Statement development etc. In the first two years of study students are mainly concentrated on the general subjects while program specific subjects are available at the later stages (third and fourth years of study). Program staff indicated 3 directions which students could follow on this stage namely: taxation, financial statement analysis and audit, though these directions are not clearly indicated in the program description. Sequence and number of the subjects within each direction is not clearly defined as well. The admission preconditions of programme components are in place but there is a need for more specification for some study courses, e.g. there is none prerequisite for Managerial Accounting which is offered in the fifth semester. This course prerequisite could be Principles of Accounting. The same applies for the course Ethic Issues of Accounting offered in the fifth semester and don't requires none prerequisite. In order to study Ethical issues of Accounting understanding of Principles of Accounting could be beneficial. Defining the prerequisites for courses is helpful in designing the programme based on the previous learning of students.

The sequence of the courses is not logically connected to the LOs of the Accounting and Audit program as the structure of the programme is not designed around, e.g. major, minor and free components of studies, thus making difficult to build syllabus around the Accounting and Audit subjects as the major field of studies as it comes from the title of the programme Accounting and Audit which suppose that these fields are major fields of study, but not minor. It would be useful if program is modified to add more Audit and Accounting related mandatory courses and reduce the number of general courses or, at least, make those elective. It would be advantage if program includes more courses and topics envisaged by ACCA and CFA curriculum.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - Educational program
 - Self-assessment Report
 - Syllabi

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

1. To ensure that prerequisites for the academic courses are defined.
2. To ensure that the components of the programme is logically connected to the LOs of the Accounting and Audit program.

Suggestions for programme development:

Non-binding suggestions for programme development

1. It is desirable to merge some courses and eliminate some others.

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

2.4 The evaluation methods of each programme component ensures the achievement of student learning outcomes of this component, which is proved by evaluation results

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Students are evaluated during teaching process and after completion of the course. A student's achievements are assessed through 100 points system consisting of midterm and final evaluations. Students are admitted to the final exam only if they meet predefined minimum requirement at midterm evaluation. All students are evaluated by the same scheme. In general university evaluation system follows evaluation system defined by the Georgian legislation. Although the assessment is not linked to the study course LOs directly thus explaining achievement level of study course LOs. Having too many study course LOs, e.g. course Audit has 21 LOs. Generally, LOs do not specify curriculum, but more general areas of learning. There is a balance to be achieved between the degree of specificity in

a LO statement and that achieved by the assessment criteria. If there are too many LOs for a course, then either they are becoming assessment criteria, or they are specifying too much curricular detail. The curriculum should be described in the range statement. Too few LOs are unlikely to provide sufficient information on the module. As a guide, there should be between 3 and 6 learning outcomes for a course.

The IBSU applies a traditional assessment practice involving around a number of assignments which together produce an average mark or grade for the course. The course learning outcomes are not assessed within the course. With a LOs approach LOs are used consistently across the all assignments. That is, the assessment for each assignment are made against the (relevant) LOs, using the criteria for each LO. Feedback to the student on each assignment will need to focus on their attainment against the LOs, as well as the assignment itself. The student will need to be advised that, even though they may have achieved a 'pass' mark for the assignment, they have failed to demonstrate a LO, and they must demonstrate this LO in the remaining assignment.

For example, in the case of the study course Taxation of International Transactions one of LOs is defined regarding the knowledge and understanding "knowledge of principles of computing the taxes of business entities and accountability to the budget" then the assessment of the students have to be tailored towards the level of knowledge and understanding in 100 points grading system towards the particular LO. In case of excellent - 91 and over maximum point students demonstrates outstanding knowledge and understanding of principles of computing the taxes of business entities and accountability to the budget, able to critically evaluate latest developments in the field, etc. The similar description has to be given for achieving very good, good, satisfactory and acceptable evaluation. This refers to other course LOs assessment as well, e.g. the course Audit, etc.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - Program
 - Syllabi
 - Interview with program coordinator
 - Interview with faculty
 - Interview with invited staff
 - Interview with students

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

1. To ensure alignment of study course assessment methods towards the course LOs.

Suggestions for programme development:

Non-binding suggestions for programme development

1. To provide training to academic staff regarding the alignment of assessment methods with LOs.

<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>Students are well informed about the evaluation system. Evaluation system is based on transparent scheme and students are familiar with it before beginning of the course. Students can easily access detailed evaluation criteria for each course and their current grades through electronic database. Each student has equal opportunity to accumulate grades during teaching process. Plagiarism is strictly prohibited. Lecturers inform students about drawbacks and the ways to improve results. Although, as the assessment is not clearly linked towards LOs assessment as it was stated above it is difficult to identify student's learning gaps and ways for improvement towards achievement of study course LOs.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> ● Syllabi ● Interview with academic staff ● Interview with invited lecturers

<ul style="list-style-type: none"> • Interview with programme coordinator • Interview with students
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>1. To inform students about the achievement of study course LOs in order to better formulate their learning gaps and ways for improvement towards LOs.</p>
<p>Suggestions for programme development: Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p>X Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements

Teaching methodology and organization, adequate evaluation of programme mastering			X	
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3. Student achievements and individual work with them

3.1 Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>Students receive consultation and support about determination of their profile, planning of learning process and improvement of their academic achievement. In this process, students are assisted by administrative and academic personnel. In case of the problem, students can address to program administrator or program coordinator. They also have the opportunity to address to the Faculty Secretariat (where students also have the opportunity to appeal their grads/marks).</p> <p>Additionally, at the beginning of each study course academic personnel is introducing the Course Syllabus and provide the information about the course's aim, content and learning objectives. The Career Planning Center is also established as a separate unit in the university. Interviews with students, graduates and employers revealed that the Center is providing information on different job opportunities, also help students in their internship organization.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> Component evidences/indicators including relevant documents and interview results Program - Bachelor of Business Administration in Accounting and Audit Self-Assessment Report Interview with the University Administration

<ul style="list-style-type: none"> ● Interview with the Program Coordinator and Administrator ● Interview with students ● Interview with the academic and invited personnel implementing the program ● https://www.ibsu.edu.ge/ - University website
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes <p>More advanced students provide consultations to students who needs additional assistance in the learning process</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

3.2 Academic staff workload scheme includes individual work with students

Descriptive summary and analysis of compliance with standard requirements

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Academic staff workload scheme includes individual work with students. Information about office hour is given in syllabus. Information on office hours is also available at the University Hall on the information board. Interview with students confirmed that they do not suffer from lack of consultation and have the opportunity to discuss the issues they have with academic personnel and solve problems related to the course. Students also have the opportunity to use different electronic means of communication, including the internal system of the university to communicate with the academic staff.

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
 - Program - Bachelor of Business Administration in Accounting
 - Self-Assessment Report
 - Interview with University Administration
 - Interview with Program Coordinator and Administrator
 - Interview with students
 - Interview with the academic and invited personnel implementing the program
 - University website - <https://www.ibsu.edu.ge/>

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

International conferences and various activities (2nd International Young Researchers Conference; Creative Thinking for Business, Business Case Competition; Business Plan Competition: "Business man against Investor"; Student's Conference: Creative thinking for Business 2018; Business Incubator, Roundtable Discussions, etc.) are regularly held at the IBSU for undergraduate and graduate students. These activities contribute to the improvement of research and practical skills of students. During the interview with students it was revealed that they need more information about the conferences and different activities. Students are able to utilize the existing infrastructure in different sports and cultural activities. In addition, the programme offers students the opportunity to work and develop Bachelor's theses.

Evidences/indicators

o Component evidences/indicators including relevant documents and interview results

- Programme - Bachelor of Business Administration in Accounting
- Interview with University Administration
- Interview with students
- Interview with the academic and invited personnel implementing the program
- List of publications of Academic staff
- <https://www.ibsu.edu.ge/> - University website;

<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development: Non-binding suggestions for programme development</p> <p>1. To provide the information about different extracurricular research activities more actively through different communication channels and encourage students to take part in those activities.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p><input type="radio"/> Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates</p> <p>The university cooperates with 55 higher education institutions abroad with the purpose of participating in exchange programs. During the 2017-2018, 31 students of the Faculty of Business Management (Including students from the program BBA in Accounting and Audit) have participated in exchange programs. The number of students participating in exchange programs has upward trend and is increasing year by year. 8 foreign lecturers are involved in implementation of education programs at the faculty of the Business Management (6 of them in Accounting and Audit). Academic personnel is also involved in exchange programs and some of them have a teaching experience abroad. 103 foreign students are currently enrolled at the educational programs of faculty of Business and Management, which is 10% of total number of students of the faculty.</p> <p>There is a practice also that the university to have invited lecturers from abroad for different courses.</p>
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<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)</p>
<p>Evidences/indicators</p> <p>○ Component evidences/indicators including relevant documents and interview results</p> <ul style="list-style-type: none"> ● Program - Bachelor of Business Administration in Accounting; ● Interview with the University Administration ● Interview with students; ● Interview with the academic and invited personnel implementing the program; ● https://www.ibsu.edu.ge/ - University website;
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>No recommendations</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>No suggestions</p>
<p>Best Practices (if applicable):</p> <p>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	X			

4. Providing teaching resources

4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)</p> <p>University consists of two main buildings and some auxiliary buildings. There are plans to move to the new campus and leave current location for MA and PhD programs students and staff only. Classrooms in the university are spacious and well equipped. Library has most of the books used in the teaching process, electronic copies of the books are available in the library, as well as at electronic portal which is accessible for each student who studies specific subject. Periodically university purchase new books, but the expert's panel noticed also a big number of outdated books in the library which are not used for teaching purposes.</p>
<p>Evidences/indicators</p> <p>○ Component evidences/indicators including relevant documents and interview results</p> <ul style="list-style-type: none"> ● SER ● Interview with library staff ● Interview with students ● A tour of the Institution facilities ● Interview with program coordinator
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <p>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.2 Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

There are 28 persons including 16 academic staff (including affiliated staff) and 12 affiliated staff and 12 invited staff delivering the programme. Hiring of academic and invited staff is conducted through transparent procedure. Both academic achievements and practical experiences are taken in accounts. Invited lecturers teach mostly the program specific subjects, for example, an audit and assurance, tax planning and strategy and financial statement analysis. Some of invited lecturers took active part in the development of the program. They suggested inclusion of specific subjects in program and teach those subjects. Both academic and invited staff has sufficient competence in the specific subjects. This was proved by the list of scientific papers and other publications, participation in the projects and international conferences of academic staff. The expert team panel have noted that academic staff teaches mostly general subjects at the early stage (first two years) of the program, while invited staff teaches subjects specific to the program at later stage. This creates risk for the programme if invited lectures decide to discontinue contract with the university.

Evidences/indicators

- o Component evidences/indicators including relevant documents and interview results
 - Interview with invited staff
 - Interview with SEG
 - Syllabi
 - List of publications of academic staff
 - Information about the personnel involved in carrying out the educational programs at the

<p>faculty of Business Administration (provided during the visit)</p>
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ol style="list-style-type: none"> 1. To add academic staff and/or increase competence of existing academic staff who teaches the subjects specific to the program at the later stage thus eliminating the risk regarding the decision of invited lectures to discontinue contract with the university.
<p>Suggestions for programme development: Non-binding suggestions for programme development</p> <ol style="list-style-type: none"> 1. More international guests lectures could be invited for delivering course or part of the course. 2. Alumni could be more involved in delivering certain parts of the study program.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p> <input type="checkbox"/>Complies with requirements <input checked="" type="checkbox"/>Substantially complies with requirements <input type="checkbox"/>Partially complies with requirements <input type="checkbox"/>Does not comply with requirements </p>

<p>4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence</p>

<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) <p>Program is supported by relevant number of the administrative staff. Consisting of Dean, deputy dean, faculty Quality unit manager, program coordinator, administrator, library, IT, etc. staff possessing necessary competences.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> ● SER ● Interviews with academic and administrative staff ● Information about the personnel involved in carrying out the educational programs at the faculty of Business Administration (provided during the visit) ● Library visit ● Campus visit
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>No recommendations</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>No suggestions</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- X Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Teaching materials are sufficient for current program but will need improvement if program is modified to include more Audit and Accounting related mandatory courses.

Some key lecturers indicated that ACCA and CFA teaching materials are not well fit to serve as textbooks for academic purposes. Notwithstanding, the panel members think it would be an advantage to add to the programme teaching materials covering specific topics envisaged by ACCA and CFA curriculum.

Evidences/indicators

- o Component evidences/indicators including relevant documents and interview results
 - Programme
 - Syllabi
 - SER
 - Interview with program coordinator
 - Interview with faculty members

<ul style="list-style-type: none"> • Interview with invited lecturers
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>1. To add to the programme teaching materials covering specific topics envisaged by ACCA and CFA curriculum.</p>
<p>Suggestions for programme development: Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
<p>4.5 Programme is financially sustainable</p>

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>○ Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)</p> <p>Based on the financial statements and budgets presented by the administration, almost all programs of the university, including Accounting and Audit programme, have positive yield (program related revenues exceed expenses). Sum of this positive yields makes university profitable and therefore each program is financially sustainable.</p>
<p>Evidences/indicators</p> <p>○ Component evidences/indicators including relevant documents and interview results</p> <ul style="list-style-type: none"> ● Programme budget ● Faculty Business Management budget (estimated) academic year 01.08.2017. - 30.07.2018.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>No recommendations</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>No suggestions</p>
<p>Best Practices (if applicable):</p> <p>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		X		

5. Teaching quality enhancement opportunities

5.1 There is a publicly available quality assurance system which is based on the “Plan-Do-Check-Act” cycle

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

There is a publicly available on IBSU website quality assurance system which is based on the “Plan-Do-Check-Act” cycle.

The Quality Assurance Office aims to provide relevant measures for permanent development of the quality of educational and scientific-research processes, permanently support professional development of academic personnel and ensure the implementation and development of contemporary teaching, learning and assessment methods. The office conducts institutional research. Manual of Quality Assurance Internal Mechanisms approved on 18.01.2018. by Academic Board is in place.

<p>There is a “Regulation for Recruitment and Selection of Academic and Invited Personnel” . The article 6 of the Manual states that the Quality Assurance Office provides the evaluation of the educational programme implemented at the University and their conformity with the authorization and accreditation standards determined by the legislation.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results <ol style="list-style-type: none"> 1. IBSU website (https://www.ibsu.edu.ge/en/qao/regulations/regulation-for-quality-assurance-office-2) 2. SER 3. Interview with Self-assessment group 4. Interview with students 5. Interview with academic staff
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ol style="list-style-type: none"> 1. Broader communication with internal and external stakeholders about the quality assurance system would be helpful to increase the awareness about the requirements and approached applied in the quality assurance process.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☒ X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

There are processes in place to improve the programme and the achievement of its LOs. The programme was developed from Accounting programme which was accredited in 2011. Audit element was added to the program based on market requirements for accounting program alone was not in the high demand. Both potential employees and students required it to be augmented with audit component hence. University ceased admission to original Accounting programme for 2 years and used that period to modify and enrich program. Representatives of ACCA program from Ukraine as well as the local accounting and audit professionals (who are now teaching program specific subjects) participated in that processes.

The internal and external quality assurance results could be more utilized to improve the formulation of programme aims, LOs, content of the programme to ensure compliance with the first level of higher education LOs level and requirements of current and future labor market needs. The quality assurance results could be more integrated into the teaching and learning process improvement based on the evidences collected and ensuring systemic and systematic approach in improvement of programme LOs. Based on the observations made during site visit the development of competencies of Quality Assurance Office on the latest approaches in quality continuous development would be helpful to assure the high level quality of all activities of IBSU.

<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results ● SER ● Interview with SER group ● Interview with program coordinator ● Interview with academic staff ● Interview with employers
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <p>1. To ensure that the quality assurance results are more utilized to improve the formulation of programme aims, LOs, content of the programme to ensure compliance with the first level of higher education LOs level and requirements of current and future labor market needs.</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <p>1. The development of competencies of Quality Assurance Office on the latest approaches in quality continuous development would be helpful to assure the high-level quality of all activities of IBSU.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☐ Complies with requirements
☒ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	x			

Enclosed Documentation (If Applicable)

HEI's Name: International Black Sea University

Higher Education Programme Name: Accounting and Audit

Number of Pages of the Report: 43

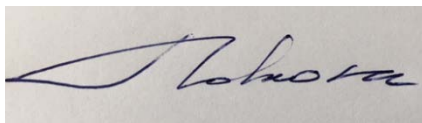
Programme's Compliance with the Standard

Standard	Complies with Requirements	ly complies with requirements	ly Complies with Requirements	ot Comply with Requirements
1.Educational programme objectives, learning outcomes and their compliance with the programme			x	
2. Teaching methodology and organization, adequate evaluation of programme mastering			x	
3.Student achievements and individual work with them	x			
4. Providing teaching resources	x			
5.Teaching quality enhancement opportunities	x			

Expert Panel Chair's

Name, last name, signature

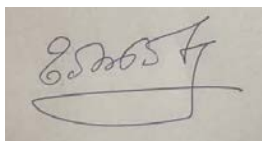
Tatjana Volkova



Expert Panel Members'

Name, last name, signature

Dr., Prof. Nino Zarnadze

A handwritten signature in blue ink, appearing to read 'Nino Zarnadze' with a stylized flourish at the end.

Name, last name, signature

Mr. Nikoloz Kavelashvili

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Name, last name, signature

Mr. Irakli Gabriadze

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