



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## **Accreditation Expert Group Final Report on Higher Education Programme**

### **Marketing**

**International Black Sea University**

Report Submission Date:  
June 20, 2018

Tbilisi  
2018

### HEI's Information Profile

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

### Higher Education Programme Information Profile

Name of the Programme	Marketing
Level of Education	First level of higher education
Qualification Granted Indicating Qualification Code	Bachelor of Business Administration in Marketing
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
Member (Name, Surname, University/organization/Country)	Prof. Nino Zarnadze, Caucasus International University, Georgia
Member (Name, Surname, University/organization/Country)	Mr. Irakli Gabriadze Ivane Javakhishvili Tbilisi State University

## Accreditation Report Executive Summary

### § General information on the education programme

The Marketing programme delivered in English is offered by IBSU since 2010. Since that the programme was changed and the last changes took place in September 2017 aiming at moving to more general Business administration content with specialization (concentration) in Marketing. The amount of the programme is 240 credits. There are 58 students studying in the program currently 12 students suspended and 1 student in exchange programme.

### § Brief overview of the accreditation site-visit

The accreditation visit took place on the June 19<sup>th</sup>, 2018. During the visit the meetings with University administration - Rector, Vice- rector and Head of Quality Assurance Office, Self - Evaluation team, program coordinator, faculty members (4), invited lecturers (4), students (8), Alumni (7), employer's (2) and Career planning manager took place.

### § Summary of education programme's compliance with the standards

- The first standard: partially compliant;
- The second standard: partially compliant;
- The third standard: complies with requirements;
- The forth standard: complies with requirement;
- The fifth standard: substantially complies with requirements.

### § Summary of Recommendations

1. To reconsider the goal and aims of the programme to ensure alignment with the appropriate qualification awarded and national and international requirements for marketing specialists.
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 standards;
3. The programme content needs to be adjusted to the field of studies making sure that all necessary components of the field of studies (Marketing) are included in the programme thus ensuring the acquisition of competencies necessary to perform professional activities in Marketing 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. Replacing few compulsory courses (Introduction to Tourism-4 ECTS, Introduction to Finance-5 ECTS) to elective will fit Marketing programme more. Instead the elective courses (Public relations, Corporate Communications, Integrated marketing communications, Online marketing, International marketing Direct marketing, Advertising and social marketing) should be removed to compulsory part of the programme. That will improve the quality and the deepness of the Marketing educational programme. The programme needs more credits related to Marketing courses.
5. The future employability skills have to be strengthened for current students as the field Marketing changes rapidly.
6. LOs of the program, its components and study courses have to be adjusted to the qualification level of the first cycle of HE according to NQF.
7. To formalize the involvement of employers, etc. other stakeholders, including alumni, in development of study programme.
8. To define the admission preconditions of programme components.
9. Replacing few compulsory courses (Introduction to Tourism-4 ECTS, Introduction to Finance-5 ECTS) to elective will fit Marketing programme more. Instead the elective courses (Public relations, Corporate Communications, Integrated marketing communications, Online marketing, International marketing, Direct marketing, Advertising and social marketing) should be removed to compulsory part of the programme. That will improve the quality and the deepness of the Marketing educational programme. The programme needs more credits related to Marketing courses.
10. To ensure alignment of study course assessment methods towards the course LOs.
11. To provide training to academic staff regarding the alignment of assessment methods with LOs.
12. 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.

## **§ Summary of Suggestions**

1. 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.
2. To organize workshops/seminars about the future implications for the competences required of marketing professionals to meet future challenges
3. Program development Council chaired by representatives of professionals in the field of studies could be established meeting regularly (2x a year) to discuss the development of the program
4. To inform students about the achievement towards the study course LOs in order to better formulate their learning gaps and ways for improvement towards LOs.
5. To provide trainings to academic staff which provide newest teaching methods, upgrade their pedagogical skills.
6. To merge some courses and eliminate some others. For example: to merge study courses as Introduction to Business Administration and Principles of Management; Principles of Accounting and Introduction to Finance. This will make possible delivering additionally specific marketing courses and to diversify the program.
7. More international guests lectures could be invited for delivering course or part of the course.
8. Alumni could be more involved in delivering certain parts of the study program.
9. 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.
10. 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)**

#### **§ 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 program goal is "... based on student-centered teaching to prepare competitive specialists who will be able 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 programme goal is not clearly defined. The stated goal of the study programme "Marketing" is to prepare competitive specialists in different sectors has to be clarified keeping in mind the qualification granted after graduation of the program. It has to be clarified what is meant by different sectors of economy are these different sectors of economy or different based on the legal forms of the organizations.

The programme also aims "to provide students with *a thorough knowledge of practical skills* and general competences of theoretical and practical aspects of Business administration and Marketing". The content of the programme Marketing has been recently adjusted to the general Business administration programme with specialization in Marketing.

Therefore, the program has a dual nature and is aiming at preparation of specialists in two disciplines of studies - Business management and Marketing thus leading to mismatch of title and content, as well with the academic degree Bachelor in Business Administration in Marketing awarded.

The programme objectives could be more focused to the Marketing discipline of studies according to the title of the programme to ensure alignment of degree awarded and the title of the program.

The programme objectives could be tailored towards the preparation of specialists in Marketing being able to perform activities according to national and international standards in the Marketing as a specific field of studies. Thus, making those goals more achievable and relevant to the current and future labor market needs.

The programme objectives in general are consistent with the mission of the IBSU and consider growing demands of professional marketing specialists in the country. Since the programme objective is to prepare specialists in 2 disciplines of studies (Business administration and Marketing at the same time) it has a dual nature as it been stated above, therefore the programme objectives are not achievable under the frames of this programme.

According to the international practice there is a degree Bachelor in Marketing. With a **bachelor's degree in marketing**, graduates can become **marketing** managers, market research analysts, or sales managers. These positions all offer strong earning potential, as well as the opportunity to use one's creativity and business skills on a daily basis (see: [https://study.com/articles/What\\_Can\\_You\\_Do\\_With\\_a\\_Bachelors\\_in\\_Marketing.html](https://study.com/articles/What_Can_You_Do_With_a_Bachelors_in_Marketing.html))

### Evidences/indicators

- Component evidences/indicators including relevant documents and interview results
- NQF

- Self-assessment report
- Educational program
- Syllabus of study courses
- Interview with Self-assessment group
- Interview with Program coordinator

**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 programme for ensure alignment with the appropriate qualification awarded and national and international requirements for marketing specialists.

**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**

- 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: program (35) and on the study course levels. The international practice varies between 6 - maximum 10 LOs on the program and study course levels thus allowing to deliver an integrated approach to design of LOs and to make it achievable, measurable and clearer for communication purposes with internal and external stakeholders. Such approach is helpful to deliver effective LOs mapping.

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 (*in Georgian version of NQF: broad knowledge of the area*), 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 Marketing are formulated as follows, e.g. “graduates know basic principles and provisions of market economy..., basic principles of general management, main principles and methods for studying of Consuming behavior of customers, etc. which is not sufficient for the first level of higher education stated by NQF and not specified for the field of studies up to relevant level.

Also, the structure and the content of the program could be improved. For example, the elective courses in amount of 23 ECTS contain courses which should be a part of Major component of studies, e.g. Business to business marketing, International marketing, Integrated marketing communication, Direct marketing, Online marketing among others.

The content of the study courses is too detailed thus limiting student centered approach in studies by prescribing the topics which have to be learned within certain academic hours. For example, the Strategic marketing course has 2 hours lecture and 2 hours seminar (total 4 academic hours), including case study discussion on approaches to customers analysis. This might be not sufficient to study such essential components of the course. The LOs of the course is not carefully written, e.g. as the LO of applying knowledge “...students would be able to evaluate alternative financial instruments, investment opportunities and portfolio performances, select appropriate investment strategies...” although in the study course content is not build based on these LOs keywords used.

There is a need to reconsider the literature recommended for the course. For example, for the study course Strategic Marketing for some topics the recommended literature is from year 2009. The most recent literature has to be recommended as the field of marketing changes rather rapidly.

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>● NQF</li> <li>● Self-assessment report</li> <li>● Educational program</li> <li>● Interview with Self-assessment group</li> <li>● Interview with Program coordinator</li> <li>● Syllabus of study courses</li> </ul>
<p><b>Recommendations:</b></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"> <li>1. LOs of the programme and the study courses have to be adjusted to the required qualification level of the first cycle of HE according to the NQF.</li> <li>2. 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.</li> </ol>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**Evaluation**

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

- ☐ Com pl ies w ith requ irem ents  
☐ Substantially com pl ies w ith requ irem ents  
☒ Partially complies with requirements  
☐ D oes not com ply w ith requ irem ents

### 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**

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)

The content of the programme Marketing has been recently (last autumn) adjusted to the general Business administration program with specialization in Marketing. During the interview it appeared that the old programme had more core courses in Marketing. After redesigning the program such courses in the Marketing field of studies as Public Relations, Integrated Marketing Communications, Online Marketing, Direct Marketing, Advertising and Social Marketing were transferred to elective courses. From the other side, Introduction to Finance and Introduction to Tourism are in the list of compulsory programs.

As it was stated above the bachelor's degree of Business administration in marketing 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.

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 program 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, Marketing.

The amount of 240 credits are distributed as follows:

Academic writing - 5 credits

Information technology - 5 credits

Foreign language - 5 credits

Basic courses of Business Administration - 75 credits

Practice/Bachelor's Thesis - 10 credits

Marketing compulsory courses - 42 credits

Marketing optional courses - 23 credits

Minor program and free credits - 65 credits.

From the structure of the credits described above it is not clear which are major, minor and free components of the study programme.

The further explanation of the structure of the program shows that it is organized around compulsory and elective courses, thus not organized around components required by NQF (major and free components, etc.) The elective courses in amount of 23 ECTS contain the courses which should be a part of Major component of studies, e.g. Business to business marketing, International marketing, Integrated marketing communication among others.

Therefore, the components of the study program are not designed carefully to deliver necessary competencies on the level of education required by NQF and to acquire competencies for marketing professionals in fast changing environment.

#### **Evidences/indicators**

○ Component evidences/indicators including relevant documents and interview results

- SER
- Educational Program
- National Qualification Framework
- Interview with Self -Assessment team
- Interview with program coordinator
- Interview with employers
- Interview with academic staff
- Interview with Alumni

#### **Recommendations:**

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

1. 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 standards;
2. The programme content needs to be adjusted to the field of studies making sure that all necessary components of the field of studies (Marketing) are included in the programme thus ensuring the acquisition of competencies necessary to perform professional activities in Marketing required after graduation of the first level of higher education.
3. Redesign the programme by reallocating elective courses to the major component of the program thus ensuring alignment with the degree awarded and title of the programme. Replacing few compulsory courses (Introduction to Tourism-4 ECTS, Introduction to Finance-5 ECTS) to elective will fit Marketing programme more. Instead the elective courses (Public relations, Corporate Communications, Integrated marketing communications, Online marketing, International marketing Direct marketing, Advertising and social marketing should be removed to compulsory part of the programme. That will improve the quality and the deepness of the Marketing

<p>educational programme. The programme needs more credits related to Marketing courses.</p>
<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul> </p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul> </p>
<p><b>Evaluation</b>  <ul style="list-style-type: none"> <li>○ 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"> <li><input type="checkbox"/> Com pl ies w ith requ irem ents</li> <li><input type="checkbox"/> Substantially com pl ies w ith requ irem ents</li> <li>X Partially complies with requirements</li> <li><input type="checkbox"/> D oes not com ply w ith requ irem ents</li> </ul> </li> </ul> </p>

<p>1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b>  <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>The 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 the University during the site visit the Alumni employment rate in 2017 is 83 %, 2016 - 78 %, 2015 - 94%, 2014 - 93% and by their qualification in 2017 - 83 %, 2016 - 39 %, 2015 - 72 %, 2014 - 64%. The data shows that there is fluctuation of graduate's employment according to their qualification up to a great extent. The reasons have to be studied by the University and</p> </p>

additionally to provide necessary knowledge and skills to start own company as it was found during interviews some students are willing to start own company.

The future employability skills have to be strengthened for current students as the field Marketing changes rapidly. Employers were stating that there is a growing demand for marketing professionals in the market who are able to apply the latest thinking and knowledge in marketing to deliver market research and to broaden understanding of marketing activities in the company.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
  - Self-assessment report
  - Interview with University administration
  - Interview with program coordinator
  - Interview with employers
  - Interview with invited faculty
  - Interview with students
  - Interview with Alumni

**Recommendations:**

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

1. The future employability skills have to be strengthened for current students as the field Marketing changes rapidly.

**Suggestions for programme development:**

Non-binding suggestions for programme development

1. To organize workshops/seminars about the future implications for the competences required of marketing professionals to meet future challenges.

**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

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

**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)

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 programme objectives, LOs and component structure of the program. Students provide feedback about the programme, academic staff take part in the development of programme, 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 marketing specialists.

**Evidences/indicators**

o Component evidences/indicators including relevant documents and interview results

- SER
- Interview with academic staff
- Interview with invited lecturers
- Interview with students
- Interview with program coordinator
- Interview with Alumni
- Interview with employer
- Interview with Self-assessment group

**Recommendations:**

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

1. To formalize the involvement of employers, etc. other stakeholders, including alumni, in development of study programme.

<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p> <p>1. The programme development Council chaired by representatives of professionals in the field of studies could be established meeting regularly (2x a year) to discuss the development of the programme.</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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"/> Com pl ies w ith requ irem ents</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially com pl ies w ith requ irem ents</p> <p><input type="checkbox"/> D oes not com ply w ith requ irem ents</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

**Descriptive summary and analysis of compliance with standard requirements**

The programme admission preconditions are transparent. Students are admitted on BA Program in Marketing in accordance to the rule stipulated by the Georgian legislation. Students are admitted on the basis of the results of the Unified National Examination. A person having attained the secondary level of the general education will be eligible for the program. To be admitted on the program the minimum requirement determined by the university for the English language on the Unified National Examination is 30%+1. Considering that the program is conducted in English the university may consider increasing this threshold to make sure that the admitted students have appropriate skills in English. Also, the University supports students by delivering extra English courses for students who need to improve language skills. The University admits international students as well. The requirements are in accordance with the rule stipulated by the Georgian legislation. Total annual admission on the program is 15 students. Most of them (7) admit for the program with Math exam. Others - with passing history as a fourth subject (2 students out of 15), Geography (2 students) and public education (4 students).

**Evidences/indicators**

- IBSU mission;
- Interviews with professors
- Interview with academic staff
- Interview with students

**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

## 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**

Lectures, group work, practical/lab works, seminars, independent work - these are the teaching methods utilized in various components of the programme. These methods applied throughout the program components ensure attainment of stipulated results. The teaching/learning methods are carried out through the following activities: presentation (by a lecturer), demonstration, induction, deduction, analysis, synthesis, case study, brainstorming, discussion/debate, project, presentation (by a student/s), learning through electronic sources, problem solving, group work, working on a course-book. Lectures are interactive: lecturers apply questions for assessing students' comprehension. Students have the possibility to ask questions. They are engaged in group-work, cooperative work. Completing assignments, projects, working on books and internet resources require individual or a team work. It should be said that personal should pay more attention to modern teaching methods, try to upgrade their teaching skills to make achievement of the programme LOs more transparent.

**Evidences/indicators**

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

**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

1. To provide trainings to academic staff which provide newest teaching methods, upgrade their pedagogical skills.

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

<p><b>2.3 The sequence and admission preconditions of programme components are logical</b></p>
<p>The sequence of programme components is described in the curriculum. Under BA Programme in Marketing, the sequence of components and a precondition for the admission on next components needs more specification. For some study courses preconditions should be made (e.g., Statistics: preconditions - Mathematics). The sequence of the courses is not well connected to the LOs of the marketing programme.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results             <ul style="list-style-type: none"> <li>● Educational program</li> <li>● Self-assessment Report</li> <li>● Syllabi</li> <li>● Interview with faculty members</li> <li>● Interview with invited lecturers</li> </ul> </li> </ul>
<p><b>Recommendations:</b></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"> <li>1. To define the admission preconditions of programme components.</li> </ol>

**Suggestions for programme development:**

Non-binding suggestions for programme development

1. To merge some courses and eliminate some others. For example: Introduction to Business Administration and Principles of Management; Principles of Accounting and Introduction to Finance. This will make possible delivering additionally specific courses in marketing and to diversify the programme.

**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**

The assessment methods used for programme components aims to gain the LOs defined by the component.

The assessment system follows the Georgian legislation. But as the LOs are not formulated correctly (see the 1st standard), it's difficult to consider how evaluation methods of each study course ensure that the achievement of learning courses LOs. E.g., for study course Strategic marketing the final examination is evaluated by 40 points and among it 9 - 10 points are given in the case if the answer is correct, terminology is appropriate, topic is thoroughly presented. Student has the sufficient knowledge using basic literature. Such description of assessment is not linked to the level of achievement of the course indented LOs.

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> <li>● Study course description</li> <li>● Programme Bachelor of Business Administration in Marketing</li> <li>● Rules and Regulations for Educational Marketing, Syllabi Process</li> <li>● Interview with faculty</li> <li>● Interview with invited staff</li> <li>● Interview with students</li> </ul> </li> </ul>
<p><b>Recommendations:</b></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"> <li>1.To ensure alignment of study course assessment methods towards the intended course LOs.</li> <li>2.To provide training to academic staff regarding the alignment of assessment methods with LOs.</li> </ol>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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"/> Com plies w ith requirem ents</p> <p><input type="checkbox"/> Substantially com plies w ith requirem ents</p> <p>X Partially complies with requirements</p> <p><input type="checkbox"/> D oes not com ply w ith requirem ents</p>
<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><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ Students are informed about study course evaluation results, but since the assessment is not linked towards learning outcomes assessment it is difficult to identify gaps and ways for improvement towards achievement of learning outcomes</li> </ul> <p>Students are well informed about the evaluation system. Evaluation system is based on transparent scheme and students are familiar with it before the 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 the student's learning gaps and ways for improvement towards achievement of study course LOs.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> <li>● Syllabi</li> <li>● Interview with academic staff</li> <li>● Interview with invited lecturers</li> <li>● Interview with programme coordinator</li> <li>● Interview with students</li> </ul> </li> </ul>
<p><b>Recommendations:</b> 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 towards the study course LOs in order to better formulate their learning gaps and ways for improvement towards LOs.</p>
<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**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 methodology and organization, adequate evaluation of programme mastering			X	

**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**

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 administrators and program coordinators. They also have the opportunity to address to the Faculty Secretariat (where students also have the opportunity to appeal their grads/marks). Additionally, at the beginning of each course academic personnel is introducing the Course Syllabus and provide the information about the course's content and 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><b>Descriptive summary and analysis of compliance with standard requirements</b></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><b>Evidences/indicators</b></p> <p>○ Component evidences/indicators including relevant documents and interview results</p> <ul style="list-style-type: none"> <li>● Program - Bachelor of Business Administration in Marketing</li> <li>● Self-Assessment Report</li> <li>● Interview with the University Administration</li> <li>● Interview with the Program Coordinator and Administrator</li> <li>● Interview with students</li> <li>● Interview with the academic and invited personnel implementing the program</li> <li>● <a href="https://www.ibsu.edu.ge/">https://www.ibsu.edu.ge/</a> - University website</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></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><b>In case of accredited programme, significant accomplishments and/or progress</b></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

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

### 3.2 Academic staff workload scheme includes individual work with students

**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)

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**

- o Component evidences/indicators including relevant documents and interview results
  - Program - Bachelor of Business Administration in Marketing
  - Self-Assessment Report
  - Interview with the University Administration
  - 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

**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

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

<p><b>3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills</b></p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>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 International Black Sea University for undergraduate and graduate students. These activities contribute to the improvement of research and practical skills of students. Students are able to utilize the existing infrastructure in different sports and cultural activities. In addition, the program offers students the opportunity to work and develop Bachelor's theses. During the interview with students told that they need more information about the conferences and different activities organized by IBSU. Therefore, would be better if the IBSU would provide the information about different extracurricular research activities more actively and encourage students to take part in those activities.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results <ul style="list-style-type: none"> <li>● Program - Bachelor of Business Administration in Accounting</li> <li>● Interview with the University Administration</li> <li>● Interview with students</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Interview with the academic and invited personnel implementing the program</li> <li>● <a href="https://www.ibsu.edu.ge/">https://www.ibsu.edu.ge/</a> - University website;</li> </ul>
<b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards
<b>Suggestions for programme development:</b> Non-binding suggestions for programme development 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.
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> </ul> <p> <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <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>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <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 Marketing) have</p>

<p>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 (5 of them in marketing). Academic staff are 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. There is a practice of the university to have invited lecturers from abroad for different courses.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>● Program - Bachelor of Business Administration in Marketing</li> <li>● Interview with the University Administration</li> <li>● Interview with students</li> <li>● Interview with faculty members</li> <li>● Interview with invited lecturers</li> <li>● <a href="https://www.ibsu.edu.ge/">https://www.ibsu.edu.ge/</a> - University website</li> </ul>
<p><b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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>

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#### 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

<p>4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <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 technically equipped and ensures achievement of programme LOs.</p>

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>● SER</li> <li>● Interview with library staff</li> <li>● Interview with students</li> <li>● A tour of the Institution facilities</li> <li>● Interview with program coordinator</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> <li>X Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

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**

- 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 27 persons including 11 invited staff that is 41% of total staff and 65 % of academic staff delivering the programme. Among invited staff 6 is Ph.D. candidate, 4 having master's degree. Hiring of academic and invited staff is conducted through transparent procedure. Both academic achievements and practical experiences are taken in accounts. 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.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results

**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

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 programme.

**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

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

**4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence**

**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 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.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
  - 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><b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul> </p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul> </p>
<p><b>Evaluation</b>  <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> </ul> <p>X Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements</p> </p>

<p>4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>● 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)</li> </ul> <p>Teaching materials are sufficient for current programme and ensure the achievement of intended LOs. 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 to</p>

<p>update library, but the expert's panel noticed also a big number of outdated literature which are no longer useful for modern teaching purposes. There are electronical library databases available to the students and staff, e.g. Clarivate, POLPRED, Jstor, EBSCO, Cambridge University Journals, etc. EBSCO can also be accessed from outside of the University with a password that's only available to the university staff and students. The library resources are updated regularly and are based on the core achievements in the field.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>● Component evidences/indicators including relevant documents and interview results</li> <li>● Programme</li> <li>● Syllabi</li> <li>● SER</li> <li>● Interview with program coordinator</li> <li>● Interview with faculty members</li> <li>● Interview with invited lecturers</li> <li>● Information about library resources</li> </ul>
<p><b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**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

**4.5 Programme is financially sustainable****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)

Based on the financial statements and budgets presented by the administration, almost all programs of the university, including Marketing programme, have positive yield (program related revenues exceed expenses). Sum of this positive yields makes university profitable and therefore each program is financially sustainable.

**Evidences/indicators**

- o Component evidences/indicators including relevant documents and interview results
  - Programme budget
  - Faculty Business Management budget (estimated) academic year 01.08.2017. - 30.07.2018.

**Recommendations:**

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

<p><b>Suggestions for programme development:</b> Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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 style="margin-left: 20px;"> <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <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

Providing teaching resources	X			
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## 5. Teaching quality enhancement opportunities

<p>5.1 There is a publicly available quality assurance system which is based on the “Plan-Do-Check-Act” cycle</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></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>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. 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><b>Evidences/indicators</b></p> <p>○ Component evidences/indicators including relevant documents and interview results</p> <ol style="list-style-type: none"> <li>1. IBSU website (<a href="https://www.ibsu.edu.ge/en/qao/regulations/regulation-for-quality-assurance-office-2">https://www.ibsu.edu.ge/en/qao/regulations/regulation-for-quality-assurance-office-2</a>)</li> <li>2. SER</li> <li>3. Interview with Self-assessment group</li> <li>4. Interview with students</li> <li>5. Interview with academic staff</li> </ol>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>

**Suggestions for programme development:**

Non-binding suggestions for programme development

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.

**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

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**

- 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 achievement of programme LOs. 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.

**Evidences/indicators**

- 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

**Recommendations:**

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

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.

**Suggestions for programme development:**

Non-binding suggestions for programme development

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.

**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

☐ Com p lies w ith requ irem ents

X Substantially complies with requirements

☐ Partially com p lies w ith requ irem ents

☐ Does not comply with requirements

**Programme's Compliance with Standard**

<b>Standard</b>	<b>Complies with Requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially Complies with Requirements</b>	<b>Does not Comply with Requirements</b>
Teaching quality enhancement opportunities		X		

**Enclosed Documentation (If Applicable)**

**HEI's Name: International Black Sea University**

**Higher Education Programme Name: Marketing**

**Number of Pages of the Report: 37**

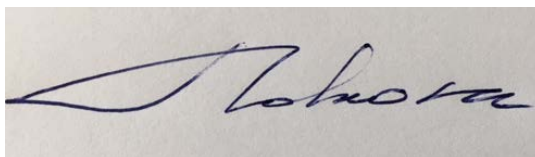
**Programme's Compliance with the Standard**

<b>Standard</b>	<b>Complies with Requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially Complies with Requirements</b>	<b>Does not Comply with Requirements</b>
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

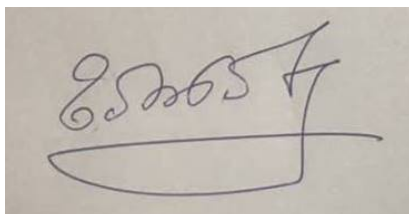
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Dr., prof. Tatjana Volkova

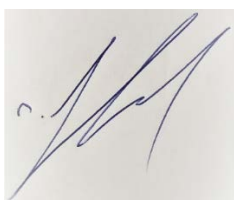
### Expert Panel Members'

Name, last name, signature



Dr., prof. Nino Zarnadze

Name, last name, signature



Mr. Irakli Gabriadze