



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name
Business Administration

HEI's Name
The University of Georgia

Dates of Evaluation
12-13 July 2018

Report Submission Date

Tbilisi

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	The University of Georgia LLC
HEI's Identification Code	205037137
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Business Administration
Level of Education	6 EQF
Qualification Granted Indicating Qualification Code	Bachelor of Business Administration 02
Language of Instruction	English
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	N148, July, 2012

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Mr. Dr. Heinz-Ulrich Schmidt Foundation for International Business Administration Accreditation (FIBAA), Bonn, Germany
Member (Name, Surname, University/organization/Country)	Ms. Sophio Khundadze, PhD Associated Professor in Finances at International Black Sea University, Georgia
Member (Name, Surname, University/organization/Country)	Ms. Ana Mikhelidze Student of MSc in Management at Caucasus University, Georgia

Accreditation Report Executive Summary

▪ **General information on the education programme**

According to the SER, the aim of the English-taught Bachelor's Programme in Business Administration is to provide students with the most recent knowledge in the contemporary Business Administration sphere and to prepare highly qualified, competitive, professional specialists in the main fields of business - management, marketing, finances, and accountancy. After completion of the Programme, a graduate will be employable on for middle and low-level management both at local and international markets.

▪ **Brief overview of the accreditation site-visit**

The accreditation visit was well organized. The facilities provided to the evaluation panel were appropriate for the work and enabled a smooth run of the evaluation. The visit was fruitful and contributed significantly to improve the knowledge of the panel necessary for evaluation of the programme.

▪ **Summary of education programme's compliance with the standards**

No issues leading to non-compliance have been identified, so the programme of the institution complies with all defined standards. Only Standard 2 is evaluated as partially compliant with requirements.

▪ **Summary of Recommendations**

The following recommendations have been formulated, partly modified in order to be more precisely when taking into account the argumentative position of the HEI:

- Consider to re-order the sequence of some courses (see below chapter 2.2).
- Consider to enrich the concentration Accounting and to replace some courses within the concentration Accounting (see below chapter 2.2).
- Make sure that the ratio between attendance hours and individual hours in each course is at least plausible.
- Make sure that promotion from B2 level of English is feasible.
- Make sure that handling the internship is in line with respective regulations.
- The applied teaching methods could be specified for each course in order to enhance respective individualisation and transparency for the students.
- Consider the enrichment of literature in respective Syllabi (see below chapter 2.3).
- Formalize the feedback to students and teaching staff.

▪ **Summary of Suggestions**

The following suggestions have been formulated:

- Formalize the monitoring of labour market demands on a regular basis.
- Increase of students' involvement in the programme development;

- **Summary of best practices:** not applicable
- **In case of accredited programme, summary of significant accomplishments and/or progress:** not applicable

Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Programme objectives are defined on a general level in the SER, which is seen as acceptable. They define the set of knowledge, skills and competences the programme aims to develop in students. Objectives are achievable, and reflect the mission of the institution, even though the link is rather general. Reflection of labour market demands is articulated, based on a general survey, but without a clear evidence.</p> <p>The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency and comprehensive employability. They consider the requirements of the national qualifications' framework and to a certain extent labor markets demands.</p> <p>The qualification objectives are documented in detail, published and accessible. They are constantly reviewed for their adequacy and up-to-datedness and are adapted accordingly.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report ○ Interview results (Administration, SER Team, Heads of the programme, teaching staff) ○ Instruction of Bachelor's Project execution
Recommendations: none
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Formalize the monitoring of labour market demands on a regular basis.
Best Practices: not applicable
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Not applicable
<p>Evaluation</p> <p style="text-align: center;">X Complies with requirements</p>

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

1.2. Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analyzing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

Intended learning outcomes are described in the Syllabi in detail according to Bloom's Taxonomy: many learning outcomes linked to each of the seven steps-Nevertheless, the achievement of the learning outcomes seems realistic; they are measurable and describe knowledge, skills and attitudes students gain until completion of the programme.

The programme learning outcomes are regularly assessed, based on an internal regulation. They are established with the participation of all programme stakeholders and are in general consistent with the peculiarities of the labour market demand.

A defined mechanism for assessing learning outcomes exists. The learning outcomes are assessed constantly and transparently on a regular basis. Both direct and indirect methods of assessment are applied. Programme academic and invited staff are familiar with learning outcomes assessment methods. Students get feedback to what extent they achieved the intended learning outcomes. Programme learning outcomes assessment results are utilized for the improvement of the programme.

A curriculum map and a plan, where and how they are going to assess programme learning outcomes, exist.

Evidences/indicators

- Syllabi
- Self-evaluation Report
- Results of interviews with all stakeholders
- Protocols on changes made in the programme
- Benchmarks
- Alumni and employer surveys (questionnaires)
- Report on Mechanisms of evaluation of programme learning outcomes.

Recommendations: None

Suggestions for programme development: None

Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress ○ not applicable
Evaluation <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

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

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements The admission requirements are defined and comprehensible. They are transparent, fair, public and accessible. The national requirements and program characteristics are considered. The required language proficiency level ensures that students are able to complete successfully the study programme. There are specified regulations for foreign applicants, which adequately consider individual circumstances.
Evidences/indicators ○ Self-evaluation Report

<ul style="list-style-type: none"> ○ Educational programme ○ Results of interviews with administration, academic/invited staff, students
Recommendations: None
Suggestions for programme development: None
Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ not applicable
Evaluation <ul style="list-style-type: none"> <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

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements; Logically connected; concentrations

Programme content, volume and complexity correspond to the respective higher education level. The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced and oriented towards the intended learning outcomes. The areas of specialization enable students to acquire additional competences and skills. Programme gives student opportunity to choose elective components of educational programme. All stakeholders are involved in further developing the programme. HEI ensures publicity and accessibility of programme related information.

Nevertheless, there is a room for improvement:

- Logical sequence of courses. The course "The International Standards of Financial Accounting" covering the issues of financial reporting is offered in semester seven.

<p>Knowledge of financial reporting would facilitate better understanding of the course “Principles of Audit”, which is offered in semester six.</p> <ul style="list-style-type: none"> • Enrichment of concentration Accounting. The courses in two concentrations (Accounting and Finance) are totally identic except two additional courses in concentration Finance. Concentration Accounting can be enriched by: <ul style="list-style-type: none"> ✓ Additional courses “Principles of Taxation”, “Tax Administration”; Basic knowledge of taxation and the issues of tax administration are very important for the profession of accounting. ✓ Additional course “Accounting Software Applications”; Since, professionals in accounting have to be familiar with at least one Software in their professional practice. Even though there are many software used on the market, knowing at least one Software would be very helpful for students in their professional career. ✓ And replacing more finance-oriented courses in concentration of Accounting (like, “Trading on Financial Market”; “Basics of Insurance”) with more accounting-oriented courses like “Bank Accounting” and “Accounting for Entities of Public Law).
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Educational Programme ○ Self-evaluation Report ○ Results of interviews with administration, academic/invited staff ○ Syllabi ○ Projects and Theses in Business Administration
<p>Recommendations:</p> <ul style="list-style-type: none"> • Consider to re-order the sequence of the above-mentioned courses. • Consider to enrich the concentration and to replace courses within the concentration Accounting according to above mentioned remarks.
<p>Suggestions for programme development: None</p>
<p>Best Practices: not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Not applicable
<p>Evaluation</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>

2.3 Course
<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>All 22 (Twenty-two) core courses out of total 35 (thirty-five) are compulsory. They are in line with the programme objectives and respective learning outcomes. Learning outcomes of each course are in line with the requirements of the intended level of qualification. Allocation of ECTS is standardized, as it internationally uses to be the case. The respective intended learning outcomes are adequately described, as confirmed in the interviews with teaching staff and students.</p> <p>The ratio between attendance hours and individual study hours has been neither argued nor is it plausible (1: ca. 6-7). However, it is remarkable that students asked didn't complain. International ratio uses to be 1:2-3.</p> <p>Compulsory literature is listed in Syllabi, additional and sufficient teaching materials are provided electronically by the teaching staff. Nevertheless, some of the compulsory literature indicated in the syllabi is not up-to-date ("International Business", "International Finance", "Business Law") and in special courses ("International Standards of Financial Accounting"; "Principles of Audit"; "Corporate Finance") the only obligatory literature indicated in the Syllabi are ACCA papers, which are more like material that help to get ready for the ACCA certification exams; therefore, some supplementary books would facilitate better achievement of learning outcomes.</p> <p>In addition, there is a room for improvement: The course General English II promises the achievement of C1 level of English from B2 level within 180 hours. According to Common European Framework a person needs to spend around 700-800 hours to move from B2 level of English to C1.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Syllabi; ○ Educational Programme ○ Self-evaluation Report ○ Results of interviews with administration, academic/invited staff, students
<p>Recommendations.</p> <ul style="list-style-type: none"> • Make sure that the ratio between attendance hours and individual hours in each course is at least plausible. • Make sure that promotion from B2 level of English is feasible. • Consider the enrichment of literature in the above-mentioned cases.
<p>Suggestions for programme development: None</p>
<p>Best Practices: not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Not applicable

Evaluation

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

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

Students acquire methodological competences and are enabled to do academic work on the required level. Program includes possibility of choosing Internship. During Internship students are supervised by "Internship supervisor". Respective cooperation agreements exists with some employers.

The Syllabus of internship includes the description of intended learning outcomes. However, the employers met during the site-visit didn't know about these learning outcomes and, in addition, it was not really clear to what extend the HEI evaluates the achievement of intended learning outcomes of Internship.

Evidences/indicators

- Syllabi;
- Educational Programme;
- Results of interviews with administration, academic/invited staff, Employer, students;

Recommendations:

- Make sure that handling the internship is in line with respective regulations.

Suggestions for programme development: None

Best Practices: not applicable

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

- not applicable

Evaluation

- ☐ Complies with requirements
- ☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. The description of each syllabus contains a list of generally available didactic methods, but does not at all specify the applied ones.

Cultural differences of foreign students are considered by all involved parties (Administration, teaching staff, students, employers).

The teaching and learning methods correspond to the content and learning outcomes of the course, although, the impression cannot be avoided that the syllabi descriptions follow standardized template, which include up to sixteen teaching methods. With regard to the number of the attendance hours the appropriateness of teaching methods maybe reconsidered in order to enhance respective individualisation.

Evidences/indicators

- Syllabi;
- Self-evaluation Report;
- Educational Programme;
- Results of interviews with administration, academic/invited staff, students;

Recommendations:

- The applied teaching methods could be specified for each course in order to enhance respective individualisation and transparency for the students.

Suggestions for programme development: None

Best Practices: not applicable

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

- not applicable

<p>Evaluation</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>
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<p>2.6. Student Evaluation</p>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>There are legally binding study and exam regulations which contain all necessary rules and procedures, explained in the syllabi's description. The evaluation is transparent and conducted in accordance with existing legislation. Evaluation components and methods are appropriate for the course and learning outcomes.</p> <p>Evaluation methods are fair, published and known to students in advance. Students receive feedback about their evaluation, strength and weaknesses, they get information to what extent they achieved learning outcomes.</p> <p>There is established procedure if students want to appeal their grade.</p> <p>Evaluation result are analyzed and used for improvement of teaching process.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Syllabi; ○ Self-evaluation Report; ○ Educational Programme; ○ Results of interviews with administration, academic/invited staff, students; ○ Report of Evaluation of student's performance. ○ Report on Mechanisms of evaluation of programme learning outcomes.
<p>Recommendations: None</p>
<p>Suggestions for programme development: None</p>
<p>Best Practices: not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ not applicable
<p>Evaluation</p> <p>X Complies with requirements</p>

- ☐ 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

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements

Opportunities to receive consultations and active communication ensured and intensively used in favor of students. The students may receive consultations, as well as address the administrative and academic personnel of the University with any question both by means of an e-mail, and by means of "My UG". The application service of "My UG" system enables the students to quickly and easily submit an application to receive the necessary documents or address the Educational Process Administration Service, IT Department, Finance Department, Social Issues Commission and others. The students have confirmed that they have used the complaint/claim submission system that has led to the relevant and fair decisions by the institution.

Students are fully satisfied with the conducted program and individual work with them, facilitative by small groups and appropriate ratio between students and teaching staff and administrative staff as well.

Students are offered exchange opportunities (Erasmus Mundus+) as well as participation in conferences conducted by HEI. In addition, they are offered to participate in a variety of different projects and activities. Students are informed about various local events.

During the site-visit, it has also been confirmed that UG promotes extracurricular activities that have been confirmed by the students.

<p>There are special support services for the students in particular foreign office, career service office, Alumni association in charge of providing professional orientation and other information regarding employment and career development.</p> <p>According to the SER and interview results assessed, University of Georgia appears to ensure students to feel confident in a competitive environment. HEI utilizes student survey results to improve student support services.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report; ○ Website of the University; ○ Results of interviews with administration, academic/invited staff, students, Alumni.
<p>Recommendations: None</p>
<p>Suggestions for programme development: Increase of students' involvement in the programme development;</p>
<p>Best Practices: not applicable</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Not applicable
<p>Evaluation</p> <ul style="list-style-type: none"> <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>3.2. Master's and Doctoral Student supervision</p>
<p>Master's and Doctoral students have qualified thesis supervisors.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Within the Bachelor's Programme of Business Administration only Bachelor's Thesis is conducted as the Research Component. Only academic and invited personnel of the University are entitled to supervise the fulfillment of the qualification thesis of the student.</p> <p>The work on bachelor's thesis is regulated by the "Bachelor's and Master's Degree" and the "Instruction of Bachelor's Program for Business, Economics and Management".</p> <p>According to the SER and interview results assessed the student has ability to choose qualified thesis supervisor.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report; ○ Results of interviews with administration, academic/invited staff, students, Alumni.

○ Statute of Teaching at Bachelor's and Master's programs;
Recommendations: None
Suggestions for programme development: none
Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress: not applicable
Evaluation <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

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

Programme human, material, information and financial resources ensure programme sustainability its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources
<ul style="list-style-type: none"> ➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes; ➤ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability; ➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;

➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>There are 42 members of teaching staff, 21 of them are invited staff. Those teaching staff, the panel met during the site visit, are very committed and personally involved in the further development of the programme by various activities. The balance between academic and invited staff (21/21) ensures the sustainability of the programme.</p> <p>Even when their teaching assignments in other study programmes, even in other locations, are considered, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. Increasing the teaching load, as recommended in chapter 2.3, would facilitate better achieving the intended learning outcomes. The study programme is feasible in a period of time of 4 years, as evidenced by graduates.</p> <p>The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The number of teaching staff is adequate to the number of the currently enrolled 55 students.</p> <p>The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure, which is in line with the respective regulations. The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.</p> <p>The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives.</p> <p>Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students, whenever there is a need. The students, the panel met during the site visit, are "fully content" with the support they receive.</p> <p>Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Qualification of administrative and support staff is consistent with their functions.</p> <p>The Dean and the programme director coordinate the activities of everyone involved in the programme and ensures that the programme runs smoothly. They possess necessary knowledge and experience required for programme elaboration. During the site visit it convincingly turned out that both of them are personally deeply involved in programme assessment and development, programme implementation, students' advising and various events planned in the scope of the programme.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation Report ○ Results of interviews with administration, academic/invited staff, students, Alumni ○ CVs of teaching staff.
Recommendations: None
Suggestions for programme development: None
Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress

<ul style="list-style-type: none"> ○ not applicable
Evaluation <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

4.2 Professional development of academic, scientific and invited staff
<ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
Descriptive summary and analysis of compliance with standard requirements <p>The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI conducts and actively utilizes the evaluation of the programme staff by staff satisfaction survey results. Evaluation results are used for the professional improvement for academic and invited staff, e.g. by special measures and offers like language courses or IT courses. Furthermore, the HEI supports the professional development of the academic and invited staff by providing the necessary resources for participating e.g in conferences and research projects.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ Self-evaluation Report ○ Questionnaires ○ Results of the interviews with academic and invited staff, administration, quality assurance unit
Recommendations: None
Suggestions for programme development: None
Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress <p>not applicable</p>
Evaluation <input checked="" type="checkbox"/> X Complies with requirements

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

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

Access to the literature and journals as well as to digital media (e.g. electronic media, databases like Hein Online, ISTOR, EBSCO, Cambridge journals) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The library resources in terms of quantity and quality, students' access to specialist literature, including online-access, are in line with the requirements of the study programme. The opening hours of the library take students' needs sufficiently into account. Students are informed about the availability of the resources and know how to utilize them.

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

Evidences/indicators

- Library, material and technical resources and equipment
- Results of interviews with librarian, administration, teaching staff, students
- Self-evaluation Report

Recommendations: None

Suggestions for programme development: None

Best Practices: not applicable

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

Not applicable

Evaluation

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

4.4. Programme/faculty/school budget and programme financial sustainability
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
Descriptive summary and analysis of compliance with standard requirements According to the SER, the programme is sustainable. It is shown that the programme fully covers the expenditures, satisfies the percentage to be distributed to the University from the profit and 73% remain as the profit (in the School budget). Also, the programme is still profitable in the case of 3 students (break-even). The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.
Evidences/indicators <ul style="list-style-type: none"> ○ Budget ○ Self-evaluation Report ○ Results of the Interview with administration, teaching staff, librarian
Recommendations: None
Suggestions for programme development: None
Best Practices: not applicable
In case of accredited programme, significant accomplishments and/or progress Not applicable
Evaluation <ul style="list-style-type: none"> <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

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

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

5.1 Internal quality
<p>Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results. Programme staff utilizes quality assurance results for programme improvement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up and is described and applied in detail. Responsibilities are clearly defined. The PDCA cycle has successfully been implemented. It considers the evaluation results and the analysis on students' evaluation and graduate employment.</p> <p>The SER has been prepared with an active involvement of academic and administrative staff. Internal communication and collaboration with all respective stakeholders is ensured. Appropriate instruments of quality assurance have been developed like assessment and analyzing tools (e.g. questionnaires for students, teaching staff) and are used. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. Students get more or less informally informed about the results of their recommendations. Internal quality assurance unit together with programme staff constantly works on elimination of identified weaknesses.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report ○ Results of interviews with administration, SER-group, QA unit, students, employers ○ Protocols ○ Survey results
Recommendations: Formalize the feedback to students and teaching staff
Suggestions for programme development: None
Best Practices: not applicable
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>not applicable</p>
<p>Evaluation</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>

☐ Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

The evaluation of the study programme via questionnaires by alumni, employers and on demand by third parties (e.g. EQE; CEEMAN) is carried out and the results are incorporated. The external evaluation by alumni and employers is carried out on a regular basis and in accordance with a described procedure; the outcomes are communicated and provide input for the quality development process.

Evidences/indicators

- Self-evaluation report
- Questionnaires
- Results of interviews with employers, alumni, quality assurance unit

Recommendations: None

Suggestions for programme development: None

Best Practices: not applicable

In case of accredited programme, significant accomplishments and/or progress
not applicable

Evaluation

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

5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analyzing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements The programme is modified/adapted based on the analysis of assessment results, since programme monitoring and periodic review are conducted on a regular basis and include all respective stakeholders. Students and teaching staff evaluate the courses regularly at the end of the terms. The programme has been benchmarked against similar programmes of international well-known foreign universities. Respective adaptations have taken place in order for the programme to satisfy modern requirements.
Evidences/indicators <ul style="list-style-type: none"> ○ Self-evaluation report ○ Questionnaires ○ Results of interviews with teaching staff, administration, students, quality assurance unit ○ Protocols
Recommendations: None
Suggestions for programme development: None
Best Practices: Not applicable
In case of accredited programme, significant accomplishments and/or progress not applicable
Evaluation <ul style="list-style-type: none"> <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

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: The University of Georgia

Higher Education Programme Name: Business Administration

Number of Pages of the Report: 21

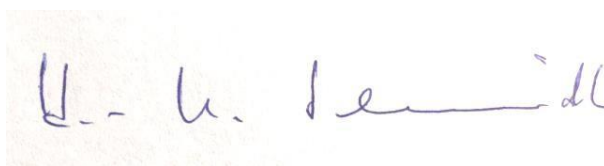
Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	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

Dr. Heinz-Ulrich Schmidt



Expert Panel Members'

Sophio Khundadze, PhD



Ana Mikhelidze, student

