განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

Higher Education Programme Name
Business Administration
HEI's Name
Grigol Robakidze University

Date(s) of Evaluation
July 10, 2018
Report Submission Date

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Ltd., – Grigol Robakidze University Limited Liability Company
HEI's Identification Code	200002120
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Business Administration
Level of Education	PhD
Qualification Granted Indicating Qualification Code	Doctor of Business Administration
Language of Instruction	English
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof. Pandelis Ipsilandis TEI of Thessaly, Greece
Member (Name, Surname, University/organization/Country)	Prof. NiNo Zarnadze Caucasus International University, Georgia
Member (Name, Surname, University/organization/Country)	Doc. Nino Dgvefadze, Brandor Consulting, Employer Expert
Member (Name, Surname, University/organization/Country)	Mr. Otar Kiria, Student Expert

Accreditation Report Executive Summary

- ▪ **General information on the education programme**

The programme is offered by the School of Business and Management of the Grigol Robakidze University at Tbilisi. The school offers academic programs in the Business Administration field for all 3 cycles (Bachelor, Master, and PhD) of Higher Education in alignment with the EU Bologna process. So far, the program has awarded six PhD degrees, while nine students are currently pursuing PhD studies. The program has undergone significant developments since its beginning. In 2016, the University was accepted into the Microeconomics of Competitiveness (MOC) affiliate network of the Institute for Strategy and Competiveness at Harvard Business School. Activities taken so far within this framework of cooperation are signify increased potential in joint scientific-research activities.

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

The accreditation visit took place on Tuesday, July 10. Before the visit, the experts' panel received a Self-Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme components, documents regarding University Services, CVs and documentation regarding the academic staff, etc.

During the visit, the panel had the chance to meet and interview representatives of the University administration, the programme management team, the SER work group, teaching staff (both affiliated members and invited teachers), Doctoral dissertation supervisors, students and PhD graduates of the program, and social partners. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

The experts' panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit.

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

The aims of the doctoral programme in Business Administration match the mission of GRUNI. Its main objectives are to prepare a new generation of researchers who can create knew knowledge, manage research and be able, to apply it in real life and transfer it through university level teaching. Programme Learning Outcomes (LOs) are generally compatible with programme aims and objectives, but are expressed in exhaustively detailed manner and should be summarized in overarching LOs that according to international practices should be limited to less than a dozen.

As part of continuous programme development, several significant improvements occurred over the last few years that include the establishment of affiliated academic staff, enhancement of internationalization including the association with Harvard Business School, restructuring of the curriculum have indeed strengthened the profile of the program. The Expert Team believe that the program can benefit a lot by being linked to research projects that the university can attract by being more active in pursuing relative opportunities. The University administration team and the Program heads presented interested ideas for the future development of the program and certain actions that started to take place in that direction. The newly established Research Centre within the University is also expected to play significant role in supporting such activities. Social partners can also contribute in this effort (see sections 1.5 & 5.2).

The structure of the Ph.D. program is laid out according to the ECTS systems for 3rd cycle programs and comprises total workload of 180 ECTS credits, divided in two modules. The first module (60

credits, semesters 1 and 2) intends to the development of necessary skills for doing research work and the capacity of students in transferring knowledge The second module (120 credits, semesters 3 to 6) which includes the development and defense of the Ph.D. dissertation is structured in a way that students progressively pass through several milestones with specific deliverables before they reach the completion point of their research work. The program components ensure the development of knowledge regarding the state of the art at the field and abilities for carrying independent research and creation of new knowledge at the level of standards required for referable publication. Although allocation of annual amount of credits is balanced, the indicative allocation of credits in the first two semesters is not balanced.

The programme under review provides its graduates with proper advanced theoretical knowledge in their subfield, analytical skills that enables them to carry independent research and practically implement its outcomes, communicative and social skills for knowledge transfer and values to act professionally. Overall, the program meets its aim in preparing a new generation of scientists-analysts who can reach levels of high scientific, academic and managerial hierarchy. The quality of the program can be enhanced by setting standards for publication of the candidates' scientific work produced during the research part of the program (e.g. establishment lists of high impact scientific journals and conferences where students publish their work), and monitoring the impact of PhD graduates' research output (volume of publications, research awards, major contributions, citations, etc.).

Given the small size of the programme and its special needs, as a doctoral program, informal communications are efficient and worked out well in programme development. However, alumni and selected social partners can be more actively involved in programme development by supporting the creation of a portfolio of applied research areas for civic and social development, thus enhancing its profile as a strong agent of change in society.

The teaching and research parts of the program are well organized. Admission criteria are clear though additional pre-programme courses may be needed for candidates without first or second degree in Business Administration or Economics. The selection of a supervisor is made in accordance to the specific research topic. If no specific expertise are available among current members of academic staff, the university invites academic staff with proper expertise to join the program. As the program under review is a doctoral program, it involves a lot of individual work with students. Each academic staff may supervise up to 5 PhD students (currently academic staff members supervise 1 or 2 students). Students receive proper support during the preparatory phase of their research work. In consultation with their supervisor and program administration, they can ask for academics with specific expertise in specific areas to deliver the block seminars on an individual basis. Individual work with student is not limited to dissertation supervision; the two block seminars and the learning course in selective studies are delivered on an individual basis. Individual work in taught subjects takes place either informally or during consultation hours according to published consultation schedule.

Students' involvement in research is mainly within the framework of their PhD dissertation. Some students have also been involved in other research projects led by academic staff. The program, so far, has not been very strong in pursuing research projects funded by national or international funds. Discussions with program heads and academic staff revealed that more activity is currently taking place in that direction.

Within the framework of the Erasmus Program, PhD students have the opportunity to develop scientific research or academic communication skills at partner universities. The cooperation with the Harvard Business School, gives PhD students an opportunity to attend the Annual Workshop at the Institute of Strategy and Competitiveness at Harvard Business School. Academic and invited staff involved in the implementation of the program also have the opportunity to participate in the events organized by Harvard Business School.

Infrastructure of the University fully corresponds to purposes of providing higher education. A modern, comfortably convenient campus, designed to enable efficient delivery of teaching and learning activities, provides a pleasant atmosphere for studying and facilitates the achievement of learning outcomes.

The mixture of affiliated and invited staff provides a right balance of stability and flexibility to the program. Moreover areas of specialization complement each other as expertise of more of affiliated staff expertise focus in areas of Economics, while those of invited in areas of management. Overall, the Academic staff and invited lecturers involved in the educational program have the necessary competences for delivering the various components of the program in a way to ensure the attainment of intended learning outcomes. Since most of the creation of new knowledge in the field is dominated by work done in English language and the main requirement in the process of university internationalization is transparent and effective communication, the program should pay attention to upgrade English language skills among academic and invited teaching staff.

The program is benefited by strong leadership and is supported by well-organized administrative services that are staffed by qualifications administrative and supportive personnel.

The University Library holdings include print and electronic resources, as well as other teaching materials that ensure attainment of the program learning outcome and availability of the literature indicated in the course syllabi. Lecturers' provide additional references to other resources that are used during the teaching process. The teaching materials are up to date. Lecturers systematically upload the teaching resources, relevant slides, lecture notes, handouts, test banks and homework on the university e-learning platform. Program monitoring includes the review and update, if needed, of the study material used within the program implementation. The program development strategy includes increase and enrichment of teaching material.

The program is financially sustainable. The budget enables its development, funding of adequate resources needed, recruitment and hiring of personnel, staff training, implementation of exchange projects and conducting other activities related to the operation of the program.

Quality Assurance structure at the university ensures students' academic progress, assessment of academic programs as well as assessment of professional development of academic staff in accordance to their personal development plan. Programme quality assurance is based on the "plan –do – check - act" cycle. The University Quality Assurance Service together with programme staff worked on the identification of weaknesses of the programme during self-evaluation report elaboration and made improvements in the programme according to the assessment result. Involvement of graduates' and employers' in the study programme review for improvement should be formalized and enhanced. Social partners' involvement in the study programme is advised to follow a pro-active approach by defining subject areas that are of interest to social partners and start the process of attracting best candidates perhaps at the last stage of Master's level studies.

- **Summary of Recommendations**

Programme Learning Outcomes should be reviewed to become more coherent and express overarching learning objectives for the programme.

Restructure the teaching plan so that the typical semester carries 30 ECTS workload.

Actively involve stakeholders in the development of the programme especially in developing research clusters.

In order to ensure employers' real involvement in the study programme it is advised to follow a pro-active approach by jointly defining subject areas that are of interest to social partners and start the

process of attracting best candidates perhaps at the last stage of Master's level studies. This will make Master's students interested in topics within the subject areas that are of interest to social partners and lead to actualization of study topics for further research at PhD level.

Intensify efforts to bring research projects funded by national or international sources in the program. Cooperation with social partners to establish focused research areas. Exploit opportunities for joint research with international partner universities. Exploit the potential for interdisciplinary research within the university.

Increase the support to academic and invited staff in continuously upgrading their skills in English. One of the main requirements for the process of university internationalization is the transparent and effective communication of staff. This requirement becomes more imperative for a doctoral program in business administration, since most of the state of the art in the field is in English.

Upgrade library by providing access to more on-line resources like EBSCO and other global archives.

It is recommended to further develop the internal quality assurance concept, mechanisms and instruments for the programme constant improvement. Namely to develop what types of researches should be conducted, state the method of research, periodicity, etc.

- **Summary of Suggestions**

Work systematically and intensify efforts to link the Ph.D. programme with Research projects and the Research Centre.

Introduce and establish a monitoring system for recording the scientific output of program alumni. Continuously review and update the list of scientific journals (Georgian and international) or other means that have high scientific impact and require students to publish their work there.

Consider pre-course lectures for students with no management / economic background

Introduce participation of external academics (not affiliated in any way with the University) as members of the Attestation Experts Committee.

Intensify internationalization of the programme by exploiting the advantages of the institution: Small size, well organized, dedicated leadership, flexibility and effectiveness. Develop a strategic plan with specific actions and targets. Actions like inviting personnel with International PhD experience, inviting more international professor could enhance the international profile of the program.

Introduce the practice that academic and invited staff submit annually a personal development plan for a 3-year rolling period that includes specific and measurable actions regarding intended research activities, teaching, training needs and actions, international exchange activities, etc. The plan can be discussed with HR, QA and School administration and its realization can be taken into consideration during annual evaluations.

Provide incentives for staff to work individually or in teams on proposals for funded research.

Systematic monitoring of the use of library resources (e.g. access statistics, etc.) to determine needs for enhancements and upgrading of materials for the specific program.

- **Summary of best practices (If Applicable)**

Establishing strong partnership with Harvard University Business School by being accepted in the Microeconomics of Competitiveness (MOC) affiliate network of the Institute for Strategy and Competiveness.

Provision of financial support by the university for students and staff study exchanges at Harvard University.

- **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

The mission of the Grigol Robakidze University (GRUNI), as it is publicly stated, is to "*protect and develop knowledge; to create new knowledge and share it for the progress of science and intellectualization of the society. Realize the educational function by activities oriented on students' interests and learning results, thereby creating a talented and motivated student cluster, which will be established as a generation of competent specialists, able to integrate themselves into international educational and labor markets and take responsibility for the country's future*".

The aims of the doctoral programme in Business Administration match the mission of GRUNI in the sense that the main objectives of the programme are to prepare a new generation of researchers who can create new knowledge, manage research and be able, to apply it in real life and transfer it through university level teaching. The orientation of the programme is in line with the Lisbon Declaration, as in principle, it strives to be more closely linked with graduates careers in research and development. Specifically the aims of the programme are clearly defined as :

- Prepare not only scientific-academic personnel, but also specialists having broad competence to satisfy various segments of the labour market, among them for high governance hierarchy;

- Develop scientific foundation for generation and disseminating of new knowledge oriented to public requirements.

The research topics of the current Ph.D. students as well as those of alumni focus on applied research and are in accordance with the aims of the program.

Programme Learning Outcomes (LOs), although generally compatible with programme aims and objectives, are expressed in exhaustively detailed manner. The enormous number of LOs (31 all together), include many repetitions and add no value to the program. According to international practices, programme LOs should be limited to 10 – 12 (in case of doctoral programs even more so, since 3rd cycle programs are more focused) and emphasize on **overarching LOs**, the achievement of which can be verified. For example, all 4 learning outcomes under "Knowledge and Understanding" could be combined as (indicatively) *graduates being able to deeply understand the scientific development (state of the art) in the field, new scientific processes, modern methodological approaches and concepts established, to a level that they can define and carry their own research that satisfies the requirements of international referencing publications*. "Communication Skills" LOs do not have to refer to every sort of communication skills but to main expectations from graduates e.g. *Oral and written communications skills to present their research ideas, prepare, edit and distribute scientific results using appropriate language and standards, teach effectively, etc.* LOs in the other areas can also be expressed following the same concept, without any loss of value for the program aims and objectives (e.g. "Ability to Apply" #4, #5 and #6 LOs refer to specific business administration areas, Skills of making conclusions can be integrated with emphasis in identify, analyze, evaluate, solve and recommend, etc.).

As part of continuous programme development, several significant improvements occurred over the last few years. Affiliated academic staff gives a stronger academic profile to the programme, enhancement of internationalization of the programme includes the association with Harvard Business School that has already provided many opportunities for students and academic staff, restructuring of the curriculum to strengthen the development of candidates' research skills, are examples that have indeed strengthened the program.

Overall, the Expert Team believes that programme objectives and learning outcomes are achievable within the frames of this programme.

The University administration team and the Program heads presented some interested ideas for the future development of the program. The Expert Team believes that the program can benefit a lot by being linked to research projects that the university can attract if it becomes more active in pursuing relative opportunities. It was evident during the visit that several actions started to take place in that direction by the programme head and the academic staff (e.g. DAAD project, Commercialization of research, Real estate registration in developing countries, etc.). The newly established Research Centre within the University is also expected to play significant role in supporting such activities. Social partners can also contribute in this effort (see sections 1.5 & 5.2).

Evidences/indicators

- *Program description document,*
- *Self-Evaluation Report (SER)*
- *Interview with University Administration*
- *Interview with the SER team*
- *Interview with the programme heads*
- *Interviews with academic staff*

Recommendations:

- Programme Learning Outcomes should be reviewed to become more coherent and express overarching learning objectives for the programme.

Suggestions for programme development:

- Work systematically and intensify efforts to link the Ph.D. programme with Research projects and the Research Centre.

Best Practices (if applicable):

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

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Evaluation

☒ 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

The structure of the Ph.D. program is laid out according to the ECTS systems for 3rd cycle programs and comprises total workload of 180 ECTS credits, divided in two modules.

The first module (60 credits, semesters 1 and 2) intends to the development of necessary skills for doing research work and the capacity of students in transferring knowledge (teaching at University level). The general part includes courses that aim in development of teaching skills (pedagogy and psychology), exploration of the state of the art in the field of business administration, and skills regarding research methodology and academic writing. The field-specific part includes two individually tailored seminars that develop new understanding and expansion of knowledge, integrating modern achievements and advances related directly to the field of the dissertation topic of each candidate.

Students choose the topics of the seminars and the academic staff that will deliver it based on the research interests and specialization of the academic staff. It should be noted that the programme is quite flexible in tailoring the seminar to student needs by inviting academic staff, proposed by the student, if no affiliated staff with proper expertise in the specific subfield is available. Besides the two block seminars students may choose to take a course at a partner university (internationally), teach as assistant professors, or take a "*learning course*" delivered by their supervisor. Learning outcomes of this module are achieved through suitable teaching and learning activities such as Presentations, Interactive Lectures, Discussions, Workshops, Practicals, Group Working, and Block-Seminars.

The second module (120 credits, semesters 3 to 6) which includes the development and defence of the Ph.D. dissertation is structured in a way that students progressively pass through several milestones with specific deliverables before they reach the completion point of their research work.

Research Methodology and the two block-seminars were considered by the interviewed students and alumni as the strongest points of the programme that had high impact in their preparation for doing scientific work. A recent development in restructuring the Research methodology by introducing a "*Problematic seminar – Dissertation Research*" course as a prerequisite to "*Doctoral Research methodology and Dissertation architectonics*" was welcomed by both students and dissertation supervisors. It was evident in the interview that newer students who admitted after this change was implemented had a better prospective about the requirements of Ph.D. level research at an earlier stage of their studies.

One of the strong point in the programme is the active association with Harvard and other Universities that support main components of the program (i.e. block seminars, selective study process, students' scientific work by providing case studies, lectures, supervision, student exchanges, etc.).

The only concern of the Expert Team is that allocation of credits in the first two semesters is not balanced. Although a total of 60 ECTS credits are allocated to the first year of studies, the allocation 20/40 between the two semester may create problems in overloading students during the second semester, especially when most of Ph.D. students are working in parallel to their studies. Although students are allowed to take more than 30 credits per semester, the typical teaching plan should be limited to 30 credits per semester.

Evidences/indicators

- o *Program description document*
- o *Program teaching plan*
- o *Memorandums of Cooperation with partner Universities*
- o *Interview with the programme heads*
- o *Interview with dissertation supervisors*
- o *Interviews with students*

Recommendations:

- o Restructure the teaching plan so that the typical semester carries 30 ECTS workload.

Suggestions for programme development:
Best Practices (if applicable):   o   Involving foreign partner universities in the program
In case of accredited programme, significant accomplishments and/or progress

Evaluation
 	
    ☐ Complies with requirements
 	
    ☒ **Substantially complies with requirements**
 	
    ☐ Partially complies with requirements
 	
    ☐ Does not comply with requirements

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 As described in the previous section, components of the program include field disciplines, disciplines developing general competence appropriate for 3rd cycle programmes, methodological disciplines, and selective studies disciplines. The research element of the program is based on a controlled and monitored process that includes specific milestones and deliverables such as: - Two colloquiums, which include the preparation of a scientific article (in Georgian language) and presentation of a scientific report (in one of the European scientific languages). - One scientific article in the reviewing edition (in Georgian language). - One scientific report / thesis in the International collection Forum or Electronic carriers, by confirming personal participation (in foreign language). - One scientific article in international referencing edition (in foreign language). - One of the activities envisaged by the Scientific Selective Module - to publish the article in International Reference Edition or Scientific Practice in local or foreign Scientific-Research Centers. - Ph.D. Dissertation The program components ensure the development of knowledge regarding the state of the art at the field and abilities for carrying independent research and creation of new knowledge at the level of standards required for referable publication. Within the time-limitations of the site visit, the Expert Team cannot really assess the quality of the dissertation work, which is a task that requires significant allocation of time. However the process as described above is quite rigorous and the recommendation given in previous sectors (establishment lists of high impact scientific journals where students publish their work, monitoring the impact of PhD graduates' research output can ensure a high quality dissertation work.

Evidences/indicators
○ *Program description document*
○ *Program teaching plan*
○ *Course syllabi*
○ *Self-Evaluation Report (SER)*
○ *Interview with the programme heads*
○ *Interview with academic staff*
○ *Interviews with dissertation supervisors*
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation
☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

Ph.D. holders are usually employed as academics or as special scientists / researchers / developers at higher positions in various organizations. The programme under review provides its graduates with proper advanced theoretical knowledge in their subfield, analytical skills that enables them to carry independent research and practically implement its outcomes, communicative and social skills for knowledge transfer and values to act professionally. Overall, the program meets its aim in preparing a new generation of scientists-analysts who can reach levels of high scientific, academic and managerial hierarchy.

The competitiveness of the graduates of a doctoral program, the aim of which is to generate new researchers, is usually measured by their contribution in the development, application and transfer of new knowledge. In this sense, it is vital that the program sets standards for publication of the candidates' scientific work during the research module of the program and monitor the impact of the research output

of its graduates in terms of publications in high impact journals, research awards, major contributions, citations, etc. The current practice of having students work to go through peer evaluation at Harvard Business School and other partner institutions is commended, however the whole process should be formalized. Indicative actions that can be taken in this direction can include requirements that all scientific work produced by Ph.D. students to be in English or also in English and review the current list of local and international scientific journals and conferences, requiring PhD students to publish their work in high impact journals, etc..

Evidences/indicators
- o *Program description document*   - o *Course syllabi*   - o *Interview with the programme heads*   - o *Interviews with dissertation supervisors*   - o *Interview with students*   - o *Interview with alumni*

Recommendations:

Suggestions for programme development:
- o Introduce and establish a monitoring system for recording the scientific output of program alumni.   - o Continuously review and update the list of scientific journals (Georgian and international) or other means that have high scientific impact and require students to publish their work there.

Best Practices (if applicable):

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

Evaluation
☐ Complies with requirements ☒ **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

Participation of stakeholders in programme development is done mainly through informal communications between the programme management, students, alumni, affiliated and invited staff and employer representatives. University regulations include formal provisions for student participation in study program committees. Given the small size of the programme and its special needs, as a doctoral program, informal communications are efficient and worked out well in programme development. Several development actions such as syllabi revisions, restructuring of the research methodology module, introduction of the problematic seminar course have taken place as a response to student and invited staff input.

Alumni and selected social partners can be more actively involved in the development of the programme. For example, the two social partners interviewed (representing city hall and development agency) could help to enhance the profile of the program to become a strong agent of change in society by supporting the development of a portfolio of applied research areas for civic and social development. As most of applied research today is of interdisciplinary nature, the programme should also explore potential cooperation with other Schools of the University. Action like those can strengthen the research profile of the School and enable a proactive strategy in attracting good quality candidates.

Evidences/indicators

- o *Interview with University Administration*
- o *Interview with the SER team*
- o *Interview with the programme heads*
- o *Interview with alumni*
- o *School and Program standards and regulations*

Recommendations:

- o Actively involve stakeholders in the development of the programme especially in developing research clusters (see also recommendation in 5.2)

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☐ 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
Educational programme objectives, learning outcomes and their compliance with the programme		☒		

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   Admission criteria are clear. Admission to the programme requires that candidates are holders of a Master level degree in the field of Business Administration or Economics or have managerial experience of at least 5 years. Students must also prepare and submit a proposal of their dissertation research topic and pass a qualifying evaluation of their proposal. Proof of knowledge of English (or another European language) at B2 level is also required.   Although managerial experience provides students with knowledge of management functions, cannot fully substitute the theoretical knowledge background that is needed for Ph.D. studies. Additional pre-programme course may be needed in this case.
Evidences/indicators   ○ *Program description document*   ○ *Interview with the programme heads*   ○ *Interview with students*   ○ *Interview with alumni*
Recommendations:
Suggestions for programme development: ○ Consider pre-course lectures for students with no management / economic background
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

☒ 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

Teaching methods are suitable for the level of the program. Most of the workload, as it is expected from a doctoral program, is in the form of independent student work that is supervised and guided by the supervisor and the academic staff that delivers the seminars or other "taught" components.

Methods and activities that are used in the teaching process are basically interactive and include lectures, discussions, presentation, seminar, practical work, teamwork, e-learning, block-seminar.

Indicatively, for the non-research part of the program (first year) contact hours amount to 300 plus 90 hours of consultation

The management team cares about maximizing efficiency of the learning process and is flexible as possible in accommodating student needs. According to evidence provided by the management of the program and students, invited staff has been called in to participate and/or deliver seminars following the needs of the Ph.D. students, students were supported to attend seminars at international universities, academics from foreign universities acted as advisors and peer reviewers of students' scientific work.

Evidences/indicators

- *Program description document*
- *Program teaching plan*
- *Course syllabi*
- *Interview with University administration*
- *Interview with the programme heads*
- *Interviews with academic staff*
- *Interview with students*
- *Interview with alumni*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress
Evaluation
☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

2.3 The sequence and admission preconditions of programme components are logical

Descriptive summary and analysis of compliance with standard requirements

Program components ensure the gradual building of knowledge and skills so students reach the research stage of their Ph.D. studies well prepared.

Students start by taking general courses that aim a) in development teaching skills (pedagogy and psychology) and to prepare them to work in academic positions in Higher Education, and b) exploration of the state of the art in the field of management, introducing students to formulate systemic vision of identifying problems in the management process to facilitate generation of new creative ideas and managerial hypotheses, and develop the required for scientific-research processes and groups leadership skills.

Next, students are introduced to Research methodology and Academic writing (dissertation architectonics. Prerequisite to Research Methodology is a seminar based course ("Problematic Seminar – Dissertation research") that aims to provide students a wide range of research methods based on the latest achievements in order to enable them to create the appropriate design of the research and also develop new knowledge and ideas, taking into account the specificity of the problem (research elements, types of research design, determining the issue and the objectives of the research, establish research hypothesis, etc.). The Research Methodology course that follows focus on the essence and peculiarity of PhD research, emphasizing on the problem not on the topic and introduces a step-by-step template approach emphasizing on solving issues through the various steps. Thus, students are ready to start their doctoral research immediately after completing the course. A separate module is added as a short intensive course "Scientific article: essence, structure, process" to prepare Ph.D. students for performing concrete research and submit results in the form of a scientific article.

To deepen their knowledge in the specific topic of their research students are taking two individually tailored seminars on topics directly related to the field of their dissertation (see also section 1.3). Besides the two block seminars students may choose to take a course at a partner university (internationally), teach as assistant professors, or take a "*learning course*" delivered by their supervisor. Learning outcomes of this module are achieved through various learning activities such as Presentations, Interactive Lectures, Discussions, Workshops, Practicals, Group Working, and Block-Seminars.

The second module (120 credits, semesters 3 to 6) which includes the development and defence of the Ph.D. dissertation is structured in a way that students progressively pass through several milestones with specific deliverables before the reach the completion point of their research work (described in 1.3).

The Expert Team believes that the sequence of the programme components is rational and assures the smooth progression of students.

Evidences/indicators

- o *Program description document*
- o *Program teaching plan*
- o *Course syllabi*
- o *Interview with the programme heads*
- o *Interviews with academic staff*
- o *Interview with students*
- o *Interview with alumni*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☒ 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

A.   Regarding the courses

Various methods of assessment are used depending on the nature of each course. In general, students are evaluated for their work through the course as well as through summative evaluations midterm and final summative evaluations.

The weight of the parts varies according to the subject; in general, the evaluation during the term consists of more elements and carry higher weight than the final evaluation.

The programme follows a rigorous academic approach in assessing students:

Only those who marginal failed (41-50 grade) are given a chance to sit an additional examination after independent work, the rest must study the subject again.

Students must achieve the minimum passable grade (threshold) for both the midterm and final parts of evaluation to pass the course.

B.   Regarding the dissertation

Proceeding to Dissertation defense requires that all previous deliverables (scientific publications) as described in section 1.3 have been achieved.

Dissertation defense is taking place in front of 5 to 7-member Attestation-Expert Committee. The event is announced on the Web site at least one month and is open to members of the academic community.

Evidences/indicators

- *Program description document*
- *Program teaching plan*
- *Course syllabi*
- *Interview with the programme heads*
- *Interviews with academic staff*
- *Interview with students*
- *Interview with alumni*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement

Descriptive summary and analysis of compliance with standard requirements

The assessment criteria for each part are stated very clearly and transparently in the syllabus of each course. Students are well informed as to how their performance in element is evaluated and graded.

Ph.D. dissertation requirements are stated very clearly *PhD dissertation as a scientific research component of the Doctoral Academic Program, reflects the results of the original research conducted by the PhD student, which demonstrates the diapason of the renewed knowledge of the author and the ability to*

research the science. The dissertation must include the results of scientifically argued theoretical and / or experimental research - findings / scientific innovations that give rise to theoretical and / or practical direction for generating new knowledge and further development of the field / sub-field.

For the specific program, there is very close cooperation between the Ph.D. students and the academic staff during each element of the program. Interviewed students and alumni were very satisfied by the support they receive during their studies.

The university uses the plagiarism detection system *TurnItIn* to check for cases of plagiarism. Detailed provisions regarding plagiarism are contained in Academic regulations for doctoral program. Supervisors and the rest of the academic staff have been trained in using the system.

An anonymous review process of students' scientific work is also in place before submission for publication.

Evidences/indicators

- o *Program description document*
- o *Program teaching plan*
- o *Course syllabi*
- o *Interview with the programme heads*
- o *Interviews with academic staff*
- o *Interview with students*
- o *Interview with alumni*

Recommendations:

Suggestions for programme development:

- o Introduce participation of external academics (not affiliated in any way with the University) as members of the Attestation Experts Committee.

Best Practices (if applicable):

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

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Evaluation

☒ 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	☒			

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

Descriptive summary and analysis of compliance with standard requirements

During admission, students are required to submit a proposal of their dissertation research topic, and are accepted after a qualifying evaluation of it. In principle, their proposal determines their study profile.

Before the start of the academic process with the PhD students at the university, meetings are held to inform the students about University regulations and other regulatory documents, including student status and educational process.

The selection of a supervisor is made in accordance to the specific research topic. If no specific expertise are available among current members of academic staff, the university invites academic staff with proper expertise to join the program. Qualifications of invited staff are described in program academic regulations..

Students also receive support during the preparatory phase of their research work. In consultation with their supervisor and program administration, they can ask for academics with specific expertise in specific areas to deliver the block seminars on an individual basis.

Within the framework of the program, students, depending on their needs, receive consultation from university and program administration (University Rector, Dean, Program heads) as well as from administrative services (School ESTC Coordinator, Database Administrator, Library Head, etc.). Students reported that they *feel comfortable to communicate* and that they receive proper support. A case of university decision to change supervisor because of inadequate support was reported.

Interviewed students commended the university's provisions for supporting them, referring to *attention they received*, *good communication* with academic staff and program administration, *flexibility*, receiving *accurate information.*

Evidences/indicators

- o *Interview with University administration*
- o *Interview with the programme heads*
- o *Interviews with academic staff*
- o *Interview with students*
- o *Interview with alumni*

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation
☒ 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 As the program under review is a doctoral program, it involves a lot of individual work with students. Each academic staff may supervise up to 5 PhD students. Although in practice, the maximum number of supervision reached 3 (once) and currently academic staff members supervise 1 or 2 students. Individual work with student is not limited to dissertation supervision; the two block seminars and the learning course in selective studies are delivered on an individual basis. Individual work in taught subjects takes place either informally or during consultation hours according to published consultation schedule. Evidence from students and alumni confirm that the students do receive a lot of attention and support on an individual basis.
Evidences/indicators   *Program description document*   *Program teaching plan*   *Course syllabi*   *Interview with the programme heads*   *Interviews with academic staff*   *Interview with students*   *Interview with alumni*
Recommendations:
Suggestions for programme development:

Best Practices (if applicable):

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

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

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills
Descriptive summary and analysis of compliance with standard requirements Students' involvement in research is mainly within the framework of their PhD dissertation. Some students have also been involved in other research projects led by academic staff (e.g. "Professional Orientation") while others participate in development of proposals for research projects. Several initiatives are taken by the university to support and promote research activities these include organizing the annual international scientific conference "*Eurasian Multidisciplinary Forum",* together with the European Scientific Institute, publishing the reviewed scientific journal "*Academic Matsne*", in which work of students and academic personnel are printed, and publishing international editions of scientific articles. The publishing center of the University provides publishing of books of the separate conferences, papers and articles. Publication of PhD students' work is supported academically by a process of anonymous expert reviewer before submitted for publication and financially by full or partial subsidy of publication costs. The program, so far, has not been very strong in pursuing research projects funded by national or international funds. Discussions with program heads and academic staff revealed that more activity is currently taking place in that direction. Several academic and invited staff work on preparing proposals for research projects, while a new structure, the "*Scientific-Research Center"* based on the School of Business and Management considers involvement of PhD students in research projects, promoting their dissertation studies, etc.
Evidences/indicators ○ *Interview with University administration* ○ *Interview with the programme heads* ○ *Interviews with academic and invited staff* ○ *Interview with students* ○ *University's web site* ○ *Samples of publications / proceedings*
Recommendations:

o Intensify efforts to bring research projects in the program. Cooperation with social partners to establish focused research areas. Exploit opportunities for joint research with international partner universities.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation
☐ Complies with requirements
☒ **Substantially complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements

3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates

Descriptive summary and analysis of compliance with standard requirements
Internationalization of learning-teaching, scientific work and graduates is one of the main directions of Grigol Robakidze University's activities. Within the framework of the Erasmus Program, PhD students have the opportunity to develop scientific research or academic communication skills at partner universities. The cooperation with the Harvard Business School, gives PhD students an opportunity to attend the Annual Workshop at the Institute of Strategy and Competitiveness at Harvard Business School. In addition, PhD students, as part of their studies, could be appointed as co-scientist-supervisors or a consultant of foreign university professors and present and discuss their doctoral work at foreign universities. Those opportunities have been exploited by students, in limited cases, perhaps because most of PhD students hold full time jobs. Academic and invited staff involved in the implementation of the program also have the opportunity to participate in the events organized by Harvard Business School. The university must be commended for financial supporting both staff and students exchanges, the value of which has been acknowledged by participants in these exchanges. The Doctoral Program includes academic and scientific activities in foreign language: Preparing scientific articles in foreign language, publishing in international peer-reviewed scientific journal, presenting research results at international scientific conference, contributes to the development of PhD students foreign language communication skills.

Evidences/indicators

	o *Interview with University administration* o *Interview with the programme heads* o *Interviews with academic staff* o *Interview with students* o *Interview with alumni*

Recommendations:

Suggestions for programme development:

    o Intensify internationalization of the programme by exploiting the advantages of the institution: Small size, well organized, dedicated leadership, flexibility and effectiveness. Develop a strategic plan with specific actions and targets. Actions like inviting personnel with International PhD experience, inviting more international professor could enhance the international profile of the program.

Best Practices (if applicable):

    o Provision of financial support by the university for students and staff study exchanges at Harvard University.

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

Evaluation

    ☒ Complies with requirements

    ☐ Substantially complies with requirements

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

Descriptive summary and analysis of compliance with standard requirements

Infrastructure of the University fully corresponds to purposes of providing higher education. University premises consists a modern, comfortably convenient campus, designed to enable efficient delivery of teaching and learning activities, provides a pleasant atmosphere for studying and facilitates the achievement of learning outcomes.

Auditoriums are fully equipped with proper teaching apparatus (i.e. IT technology, computers and projectors) and modern furniture, designed in a way that promotes interaction and in-class communication among students as well as between students and teaching staff.

A library corresponding to requirements of educational process is functioning and is properly supporting doctoral students (details in section 4.4). Modern technology is used for visualization of study materials at the university. Library stock includes most of the books used in the teaching process; electronic copies of the books are available in the library, as well as at an electronic portal, which is accessible by students who study the specific subject. Access to these resources is provided for the students through free library services, including electronic library, copying and printing capabilities, internet. Annually, the university purchase new books to update the library stock. The expenses on purchasing new books are included in the program budget.

Students have access to partner universities (e.g. Harvard University), research materials and other repositories. It should be noted that the institution's resources are accessible not only during contact hours in the format of student teaching, but as well as for independent work, and students have the right to unlimited access and use of these resources.

Evidences/indicators

- o *Self-Evaluation Report*
- o *Interview with University administration*
- o *Interview with the programme heads*
- o *Interviews with academic and invited staff*
- o *Interview with students*
- o *Interview with alumni*
- o *Program budget*
- o *Visit of the facilities and discussions with librarians*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

- o

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

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

Grigol Robakidze's University accounts 18 academic staff who participate in the implementation of the program, out of which: 6 - Professors, 5 - Associate Professors and 7 - Invited lecturers. Human resources in cooperation with the program heads and Quality Assurance services oversee and monitor the selection process so that teaching staff has the proper competencies for supporting the aims of the program.. Each person from the educational program staff is selected by an open, transparent, competition conducted by Grigol Robakidze University based on multi-component assessment indicators.

The mixture of affiliated and invited staff provides a right balance of stability and flexibility to the program. Moreover areas of specialization complement each other as expertise of more of affiliated staff expertise focus in areas of Economics, while those of invited in areas of management.

Overall, the Academic staff and invited lecturers involved in the educational program have the necessary competences for delivering the various components of the program in a way to ensure the attainment of intended learning outcomes. Their academic competences are provided by scientific papers and works written during the past 10 years, in the field of Business Administration and Economics. Evidence of their competence is certified by scientific qualifications, scientific works and practical experience. The aforementioned personal have submitted diplomas of higher education and scientific/academic qualification, documents certifying professional experience, list of scientific works, monographs, publications and other documentation required for certifying the competence for teaching specific course(s).

Efforts of the University to increase academic personal and invited lecturers' skills include holding special trainings and providing incentives for continuous academic development by financially supporting publications of their scientific work and their participation in conferences. Academic staff themselves attend trainings and lectures to get up to date with the developments in their scientific field or developments in program implementation (e.g. training in using plagiarism detection software). The staff involved in the delivery of the program has published scientific papers in international references, in Georgian and foreign journals. Other actions of teaching staff include proposals for scientific and fundamental grant research projects, participation in local and international scientific forums; participate in international exchange and training programs.

It is worth mentioning that the university supports the professional development of affiliated and invited staff by financing or co-financing participation in conferences, exchange visits to partner universities, publication fees, etc.

Since most of the creation of new knowledge in the field is dominated by work done in English language and the main requirement in the process of university's internationalization is transparent and effective communication, the Expert team would like to see that the program pays attention to upgrade English language skills among academic and invited teaching staff to be able to work with the latest achievements in the field. Certain actions have been taken in this direction (international partners, staff exchanges, and

joint research proposals). Actions like support for upgrading English language skills, incentives for publishing in international journals, participation in teaching exchanges at foreign universities can make the program more effective. Introducing a requirement for all staff to provide annual personal development plans may also help in this direction.

Evidences/indicators

- o *Self-Evaluation Report.*
- o *Teaching Staff CVs*
- o *Interview with University administration*
- o *Interviews with academic and invited staff*
- o *Interview with students*

Recommendations:

- o University should support academic and invited stuff in continuously upgrading their skills in English. One of the main requirements for the process of university internationalization is the transparent and effective communication of staff. This requirement becomes more imperative for a doctoral program in business administration, since most of the state of the art in the field is in English.

Suggestions for programme development:

- o Provide incentives for staff to work individually or in teams on proposals for funded research.

Best Practices (if applicable):

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

Evaluation

☐ 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

The organizational structure of the school is provided with administrative staff with relevant qualifications, functions of the roles, the right-of-laws defined by the internal regulatory normative documents. The qualification of administrative personnel is confirmed by personal data, work experience and results. Job descriptions define the characteristics of each administrative personnel job and requirements for the job position.

Program administration is performed by the Dean and deputy Dean, faculty Quality unit manager, program head, and program administrator.

In addition, the implementation of the program is provided by the University structural units (University quality assurance, University personnel management, University strategic development and marketing research, University library, IT services, Chancellery) staffed by qualifications administrative and supportive staff.

Interviewed students and alumni find the administrative services supportive and responsive.

Evidences/indicators

- ○ *Self-Evaluation Report.*
- ○ *Job description*
- ○ *Interview with University administration*
- ○ *Interviews with program heads*
- ○ *Interview with students and alumni*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

Teaching material for a doctoral program is primarily based on the ability of the university library services to provide access to scientific resources in the field (journals, scientific databases, etc.) and its capacity to support students' research.

Teaching materials are sufficient for the program under review and ensure the achievement of intended learning outcomes.

Grigol Robakidze University Library holdings include print and electronic resources, as well as other teaching materials that ensure attainment of the program learning outcome and availability of the literature indicated in the course syllabi. Lecturers' provide additional references to other resources that are used during the teaching process. The teaching materials are up to date. Lecturers systematically upload the teaching resources, relevant slides, lecture notes, handouts, test banks and homework on the university e-learning platform. During the program monitoring the actuality of the study material used within the program implementation is reviewed and updated as needed, The program development strategy includes increase and enrichment of teaching material.

Library teaching resources are available for both teachers and students. Library services are available 6 days a week (10:00-21:00 weekdays and 10:00-18:00 on Saturdays) for students and academic staff. Registered users can access the library services remotely. According to interviewed academic and invited staff, the available funding for keeping Library holdings up to date is sufficient and their requests for acquisition of additional materials are fulfilled.

The use of services of international library bases is involved in university education and research activities. Indicatively, the University has access to: **Cambridge University Journals** (https://www.cambridge.org/core/browse-subjects) The base, comprising 384 journals published by Cambridge University in various fields, including business, economics, mathematics, computer science, etc.; **Edward Elgar Publishing Journals and Development Studies e-books** (https://www.elgaronline.com). The base includes 5 leading reviewed journals in economics, management and personnel management, and 187 books and surveys published by 2014. The collection of books includes the following fields: Finances, economics, innovative researches, infrastructure development, health care, corporate management and others. There are also monographs, manuals and references; **Oxford Journals Collection.** (http://www.eifl.net/e-resources/oxford-journals-collection) which combines 44 types of humanitarian and social sciences journals. Subject range: Economics Education and more. Other databases include **New England Journal of Medicine** (http://www.nejm.org/), **IMechE Journals** (https://us.sagepub.com/en-us/nam/IMeche), **Royal Society Journals Collection** (https://royalsociety.org/journals/), Duke University's **e-Duke Journals Scholarly Collection** (https://www.dukepress.edu/), **Open Edition Books** (https://www.openedition.org/) and others.

Other materials that are not available in the library-subscribed data based can be ordered and acquired by the library. Library web-pages including access to electronic catalogue are well structured and very informative.

One of main resources in Doctoral program is the capability for wide access to scientific resources. The university should continue enhancing the library resources in that direction by expanding the list of the scientific databases and journals to which doctoral students have access to.

Evidences/indicators

- *Interviews with academic staff and invited lecturers*
- *Interview with students and alumni*
- *On-site visit to the library facilities and discussion with the library director*
- *Library funding*

Recommendations:

| o | Upgrade library by providing access to more on-line resources like EBSCO and other global archives. |

Suggestions for programme development:

    o   Systematic monitoring of the use of library resources (e.g. access statistics, etc.) to determine needs for enhancements and upgrading of materials for the specific program.

Best Practices (if applicable):

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

Evaluation

    ☐ 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

The program is financially sustainable. The program has a budget that enables its development, funding of adequate resources needed, recruitment and hiring of personnel, staff training, implementation of exchange projects and conducting other activities related to the operation of the program.

The main allocation of the program budget are related to:
- Development of the Library Foundation
- Development of training-technical laboratory resources
- International Mobility of PhD Students
- Provide social support

Evidences/indicators

    o   *Interview with University administration*
    o   *Interview with the programme heads*
    o   *Program budget*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

Descriptive summary and analysis of compliance with standard requirements

In 2002 Grigol Robakidze University introduced the European Quality Management System, including credit transfer and accumulation system in the framework of the TEMPUS-TACIS project and launched Academic Quality Management center. In 2005 the center was renamed as Quality Assurance Service. The Managing body of the center is the Committee of Academic Quality Management headed by the director of the center. The responsibility for quality assurance in schools is entrusted to the dean. Quality Assurance Service has quality assurance coordinators to implement activities regarding to quality assurance at school level. In addition, the Quality Assurance Service has experts that are selected from the academic staff of the university, which will be considered as an additional academic responsibility / function.

According to the University Quality Assurance Service's provision, quality assurance includes the following directions: 1) Examination of an educational program, monitoring and evaluation of the implementation, taking into consideration the material-technical and human resources; 2) Professional development of academic and invited personnel including pedagogical and general skills; 3) Analysis, assessment and elaboration of recommendations of educational and scientific activities; 4) Analysis and evaluation of students' support; 5) Organizational-methodical work. At present, the main goal of the center is to work out academic standards, provide monitoring on the process of its realization.

Quality Assurance structure at the university ensures students' academic progress, assessment of academic programs as well as assessment of professional development of academic staff in accordance to their personal development plan.

The requirements of the Grigol Robakidze University quality assurance standard mentioned above is in compliance with the standards of the current accreditation provision of educational programs.

Program heads, Academic staff, as well as invited staff collaborated with the Quality Assurance Service when planning the process of programme quality assurance, creating research instruments, and analyzing research insights. Thus, the University Quality Assurance Service together with programme staff worked on the identification of weaknesses of the programme during self-evaluation report elaboration and made improvements in the programme according to the assessment results as reported in section 1.1. Programme quality assurance is based on the "plan –do – check - act" cycle.

Evidences/indicators

- *Provision of the Quality Assurance Service*
- *Self Evaluation Report*
- *Analyses of the programme related statistical data*
- *Interview results with the administration, academic and invited staff.*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

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Evaluation

☒ 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

An internal and external quality assurance is functioning in the University, which considers the participation of internal and external actors in the evaluation, including the processes of course as well as program evaluation, use of evaluation results for improvement of the programme and the fulfillment of the goals set by the strategic plan of the university.

The assessment of the quality of the program implementation is carried out based on programme statistical data, academic results, students' survey results as well as suggestions of administration, academic and inviting personnel. In addition, the University operates the Institute of Graduates and Employers Committee that works in cooperation with Quality Assurance Service. Nevertheless, the interviews with the graduates' and employers' showed their weak involvement in the programme development.

Internal quality systematic research/assessments are used to evaluate programs (learning and teaching), researches, services, and resources. Nevertheless, concept, mechanisms and instruments of internal quality assessment lacks structure.

Evidences/indicators

- *Educational Program Standards of Grigol Robakidze University*
- *Provision of the Quality Assurance Service*
- *Academic/scientific and invited staff teaching evaluation results*
- *Course evaluation survey results*
- *Programme evaluation survey results*
- *Interview results with the administration, quality assurance head, academic and inviting staff, employers, graduates and students.*

Recommendations:

- Further development of internal quality assurance concept, mechanisms and instruments for the programme continues improvement. Indicatively, identify what types of researches should be conducted, determine the method of research, periodicity etc.
- It is recommended to improve the involvement of graduates' and employers' in the study programme review for improvement cycle. In order to ensure employers' real involvement in the study programme it is advised to follow a pro-active approach by defining subject areas that are of interest to social partners and start the process of attracting best candidates perhaps at the last stage of Master's level studies. This will make Master's students interested in topics within the subject areas that are of interest to social partners and lead to actualization of study topics for further research at PhD level.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)
HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

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		☒		
2. Teaching methodology and organization, adequate evaluation of programme mastering	☒			
3. Student achievements and individual work with them	☒			
4. Providing teaching resources	☒			
5. Teaching quality enhancement opportunities	☒			

Expert Panel Chair's

Expert Panel Members