განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Doctor of Business Administration
Programme:
Georgian Technical University

Dates of evaluation: September 11-13, 2018

Report submission date:

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Georgian Technical University Legal Entity of Public Law
HEI's Identification Code	211349192
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Business Administration
Level of Education	Doctoral Programme
Qualification Granted Indicating Qualification Code	Doctor of Business Administration 03
Language of Instruction	English
Number of Credits	120
Programme Status (Authorized/ Accredited/New)	(Authorized/Accredited)

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Pavel Zufan Mendel University in Brno Zemedelska 1, 613 00 Brno, Czech Republic
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Accreditation Report Executive Summary

- **General information on the education programme**
  The programme has been accredited on September 28, 2012 (Resolution No478). The programme is developed upon ECTS system, 1 credit equals 25 hours, which covers contact, as well as independent work hours. Credit allocation is given in the curriculum of the programme. The programme lasts for 3 years (6 semesters) and covers 180 credits. Training component – 60 credits, Research component – 120 credits, among which 60 credits represent three colloquia, and 60 credits are allocated to preparation and completion of the dissertation.
  In spite of some reservation towards the programme contents, the programme is seen as viable and correspondent with the required quality criteria.

- **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. Some of the meetings were not fully compliant with the panel requirements – majority of the students did not speak English, majority of alumni of the bachelor programmes were still in relation to the university (studying their master or another bachelor's degree). Nevertheless, the visit was fruitful and contributed significantly to improve the knowledge of the panel necessary for evaluation of the programme.

- **Summary of education programme compliance with the standards**
  No issues leading to non-compliance have been identified, so the programme complies with all defined standards.

- **Summary of Recommendations**
  Recommendations have been formulated in relation to:
  standard 1.1
  - specify the programme objectives and learning outcomes so that they show a clear aiming of the programme and are relevant to the programme contents.

  standard 1.2:
  - improve the description of the learning outcomes to be more specific for the particular (doctoral-level) programme.
  - formalize the outcomes assessment cycle to provide sufficient evidence of work with it.
  - elaborate a map of the programme goals and learning outcomes, showing how the goals are related to the learning outcomes;
  - The program should have a learning outcomes assessment plan that allows learning to achieve learning outcomes;
  - The program should define the target marks for each learning outcome that will provide the institution with effective monitoring and will be used later to improve the programme performance.

  standard 2.2:
  - increase the number of elective courses.

  standard 2.3:
  - offer teaching courses from business management area as elective courses;
  - clarify the position of the courses "thematic seminar" (1 and 2) in the curriculum.

  standard 2.4:
  - increase the involvement students in projects and conferences, e.g. through organizing the young researchers international or interuniversity scientific conferences together with other universities.

  standard 2.5:

- differentiate the description of the teaching methods used to reflect the different demands of different courses;
- standardize the description of learning outcomes.

standard 3.1:
- increase the international "exposure" of students through inviting more international scholars and teachers to the programme.

standard 5.3:
- systemize the course feedback questionnaires collection and show reactions to the identified issues;
- start collecting staff, graduate and employer surveys.

- **Summary of Suggestions**
  - connect the programme learning outcomes with particular job positions.
  - improve the information provided on the website (specifically the English version).
  - consider a more specific aiming of the programme to particular "target" positions of the graduates.
  - be more specific in the definition of the learning outcomes of all courses.
  - Introduce a course in Contemporary Management research.
  - encourage higher participation of students in the research projects and activities through internal grants and research scholarships.
  - include the learning outcomes achievement questions in the course evaluation questionnaire for students.
  - organize seminars and workshops for staff related to the Bologna process (including work with ILOs and SCL focus).
  - provide formalized ("provable") feedback to students on their evaluation including improvement recommendations to enhance the learning process.
  - student familiarity with the provided services could be improved through providing more information on the website and other channels of communication with students.
  - increase the awareness of students of the available international resources and support them in using these as sources for their dissertations.
  - systemize the provided services and resources and provide their clear description on the website with appropriate links to the responsible staff.
  - keep records of the provided services for reporting needs and use these records for improvement efforts.
  - consider binding the conference participation and other forms of support with individual professional growth plans.
  - prepare an investment plan to upgrade the physical facilities to the recent standards.
  - consider utilizing more funds for encouraging international exposure of students.
  - pay attention to the quality assessment instruments including student/staff//alumni/employer feedback questionnaires, and processing and publishing their results.
  - consider preparation and applying for an international accreditation to demonstrate readiness and international validity of the programme.

- **Summary of best practices (If Applicable)**
  - flexibility of the programme.
  - transparent prerequisites for admission to the programme.
  - information system enabling publishing student assessment.
  - individual approach to students.
  - systematic involvement of programme staff in quality assurance team.

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**
  - relatively high student satisfaction with the programme.
  - good reaction to the labour market demands.

- positive evaluation of the programme by its students and graduates.

- flexibility of the programme appreciated by students.
- transparency and objectiveness of student evaluation.
- financial stability of the programme enabling support of individual professional development.
- staff satisfaction with the support funds for conferences etc.
- active extension of the library book fund.
- sustainable programme budget enabling continuation of the programme.
- dedicated staff in the quality assurance department.

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.
Descriptive summary and analysis of compliance with standard requirements   Programme objectives are defined on a general level, without a specific focus. Objectives also stay on a general level, and there is no clear aiming of the programme. Reflection of labor market could be improved by specifying particular target positions the programme aims on.

Evidences/indicators
     o   GTU website;
     o   Interviews with university administration and self-evaluation team of the PhD programme.

Recommendations: o   specify the programme objectives and learning outcomes so that they show a clear aiming of the programme and are relevant to the programme contents.
Suggestions for programme development: o   none
Best Practices (if applicable):   o   Flexibility of the programme.
In case of accredited programme, significant accomplishments and/or progress   o   Relatively high student satisfaction with the programme

Evaluation
     ☐   Complies with requirements
 	
     x   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 analysing data; ➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

Programme learning outcomes are also described on a general level. Review of the learning outcomes assessment is done mostly informally with sparse evidence in board meetings minutes etc.

The program should have a map of program objectives and learning outcomes that show how the program's objectives are related to the learning outcomes and the program should have a learning outcomes assessment plan that allows them to determine the learning outcomes. The program should define the target marks for each learning outcome that will provide the institution with effective monitoring and will then be used to improve the program.

Evidences/indicators
- o The PhD. programme curriculum and course syllabi;
- o Interviews with GTU staff.

Recommendations:
- o Improve the description of the learning outcomes to be more specific for the particular (doctoral-level) programme.
- o Formalize the outcomes assessment cycle to provide sufficient evidence of work with it;
- o Elaborate a map of the programme goals and learning outcomes, showing how the goals are related to the learning outcomes
- o The program should have a learning outcomes assessment plan that allows learning to achieve learning outcomes;
- o The program should define the target marks for each learning outcome that will provide the institution with effective monitoring and will be used later to improve the programme performance.

Suggestions for programme development:
- o connect the programme learning outcomes with particular job positions.

Best Practices (if applicable):
- o No special best practices to be proposed.

In case of accredited programme, significant accomplishments and/or progress
- o No special accomplishment to be recognized.

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

x 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

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 right to study the doctoral programme is granted to a person with master or equivalent academic degree who will be admitted on the basis of an Interview with faculty temporary commission considering the existence of scientific publications, participation in scientific conferences, and other documents and materials related to training / research activities (certificates, diplomas, patents, etc.).   Transparency of the enrolment is ensured by its accessibility for stakeholders. Relevant information is provided in the academic program. It is also partly available at the website of the university.   Interested persons, though, can receive consultations from contact persons indicated in the program catalogues.   Preconditions for enrolling in the program reflect current amendments implemented in the Georgian legislation.

Evidences/indicators
    o   school websites
    o   The PhD program

Recommendations: o   none
Suggestions for programme development: o   improve the information provided on the website (specifically the English version)
Best Practices (if applicable):   o   transparent prerequisites for admission to the programme
In case of accredited programme, significant accomplishments and/or progress   o   No special accomplishment to be recognized.

Evaluation
    x   Complies with requirements
 	
    ☐   Substantially complies with requirements
 	
    ☐   Partially complies with requirements
 	
    ☐   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 Doctoral educational programme is mainly worked out on the basis of planning, working and development of methodology of educational programs running at higher education institution (HEI). Namely, educational programme working out, its ratification, making changes, cancellation rules and procedures that include programme working out and planning main principles and all the processes connected to it. The programme is also based on the doctoral educational programme standard worked out at the university. Doctoral educational program involves 180 credits. The 180 credits of the programme teaching plan are allocated on study and research components. Learning component consists of 60 credits and the research component includes 120 credits. According to the educational program, 15 credits are allotted to optional learning courses. Student can choose courses except Modern business strategies, Sustainable Development of the Region and Studies in International Finance. Though, business administration doctoral students do not have a wide variety of choice.

Evidences/indicators
   o   Programme description
   o   Meetings with staff, students and alumni of the programme

Recommendations: o   increase the number of elective courses
Suggestions for programme development: o   consider a more specific aiming of the programme to particular "target" positions of the graduates.
Best Practices (if applicable):   o   No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress   o   positive evaluation of the programme by its students and graduates

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

2.3 Course
➢ 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.

Descriptive summary and analysis of compliance with standard requirements

Intended learning outcomes of the educational programme of each major course more or less coincide with the program ILOs and content and credit number of every learning course coincide with the course study ILOs.

The teaching course "research methods" included in the teaching component of the program is the university course offered to the Doctoral Program Students of all Directions. This course is the research methods for social sciences. In addition, it does not respond to the third-level requirements of higher education with its contents and literature. Therefore, according to the Expert Group mind, the institution should add to the mandatory teaching component the course "Contemporary Management research".

The optional component consists of 15 credits and of three offered courses in this component, two ("Sustainable Development of the Region" and "Studies in International Finance") do not correspond to the areas of business administration.

Courses "Thematic seminar" (1 and 2) are declared as elective in the programme curriculum, but" – they are declared as compulsory on a university-wide basis. This needs to be clarified in the programme description.

Evidences/indicators
- o Programme description
- o Meetings with staff, students and alumni of the programme

Recommendations:
- o offer courses from business management area as elective courses;
- o clarify the position of the courses "thematic seminar" (1 and 2) in the programme curriculum

Suggestions for programme development:
- be more specific in the definition of the learning outcomes of all courses.
- Introduce a course in contemporary Management Research

Best Practices (if applicable):
- o No special best practices to be proposed.

In case of accredited programme, significant accomplishments and/or progress
- o No special accomplishment to be recognized.

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

The evaluation of the knowledge of the students of the Doctoral programme in Business Administration is performed in accordance with Order N3 of January 5, 2007 of the Minister of Education and Science on the approval of the rule for the calculation of the higher education programs by credits and the regulating rule of the educational process existing in the university. The forms and criteria of evaluation of educational courses are given in the relevant syllabuses.

Doctoral programme is focused on development of doctoral student scientific/research/practical skills. They (skills) are considered to develop with the help of specific project/task fulfilment and with carrying out research while working on the doctoral work. Although only a few students been involved in the projects, therefore, the involvement students in projects and conferences are required.

It should be noted, that in the framework of the educational programme, they also make a scientific publication based on data collected during a doctoral research project. During assisting, doctoral students develop practical skills of teaching, assessment and research work supervising.

Evidences/indicators
- o PhD. programme
- o Interviews within the site visit

Recommendations:
- o increase the involvement students in projects and conferences, e.g. through organizing the young researchers international or interuniversity scientific conferences together with other universities.

Suggestions for programme development:
- o Encourage higher participation of students in the research projects and activities through internal grants and research scholarships.

Best Practices (if applicable):
- o no best practices identified.

In case of accredited programme, significant accomplishments and/or progress
- o No special accomplishment to be recognized.

Evaluation

☐ Complies with requirements

x 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 teaching and learning methods are described in a rather formalistic way, which also does not show the different demands of different courses. Teaching and learning methods, though, generally correspond with the level of education and intended learning outcomes.

Evidences/indicators
- o PhD. programme description
- o interviews within the site-visit

Recommendations:
- o differentiate the description of the teaching methods used to reflect the different demands of different courses;
- o standardize the description of learning outcomes.

Suggestions for programme development:
- o include the learning outcomes achievement questions in the course evaluation questionnaire for students,
- o organize seminars and workshops for staff related to the Bologna process (including work with ILOs and SCL focus).

Best Practices (if applicable):
- o No special best practices to be proposed.

In case of accredited programme, significant accomplishments and/or progress
- o flexibility of the programme appreciated by students.

Evaluation

- ☐ Complies with requirements

- x Substantially complies with requirements

- ☐ Partially complies with requirements

- ☐ Does not comply with requirements

2.6. Student Evaluation
Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

Descriptive summary and analysis of compliance with standard requirements

During registration on courses with the help of study process electronic management system, doctoral student can get to know with syllabi and assessment main components and criteria. Students are assessed by the predetermined procedures that are clear and correspond to legislation. Namely, the assessment system involves mid-term and final assessment that helps doctoral student to check own knowledge and skills periodically and reach LOs determined by the course. Besides, learning component evaluation system is determined according to the specific content, aim of the component and in some cases doctoral student research subject and includes component relevant assessment methods and clear criteria. In the grading system there are established minimal score limits of midterm and final grades. At each step of the studying process student has the right to retake the final exam if his/her minimal midterm grade is 41. Research component is graded with 100 points, following the rule of unitary evaluation principal. The grading system of the learning components is presented in details in the curriculum and the syllabi. Evaluation are transparent and comply with the existing legislation.

Evidences/indicators
- o PhD. programme description
- o interviews within the site-visit

Recommendations:
- o none

Suggestions for programme development:
- o provide formalized ("provable") feedback to students on their evaluation including improvement recommendations to enhance the learning process.

Best Practices (if applicable):
- o information system enabling publishing student assessment

In case of accredited programme, significant accomplishments and/or progress
- o transparency and objectiveness of student evaluation.

Evaluation

x   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

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 Students receive appropriate consultations on individual request, as well as the administrative support as described in the documentation and course descriptions. Also teaching and administrative staff provides students with appropriate information and necessary assistance, which is highly appreciated by students. The exposure of students to international projects and teachers, though, should be improved.

Evidences/indicators
   o   Course descriptions
   o   interviews within the site visit.

Recommendations: o   increase the international "exposure" of students through inviting more international scholars and teachers to the programme
Suggestions for programme development: o   student familiarity with the provided services could be improved through providing more information on the website and other channels of communication with students
Best Practices (if applicable):   o   Individual approach to students
In case of accredited programme, significant accomplishments and/or progress   o   No special accomplishment to be recognized.

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

3.2. Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors.
Descriptive summary and analysis of compliance with standard requirements Qualification of the supervisors of doctoral students is on appropriate level. Only professors and associate professors supervise the students, which represents sufficient assurance of quality supervision.

Evidences/indicators
   o   interviews within the site visit
   o   samples of master theses provided on-site

Recommendations: o   none
Suggestions for programme development: o   increase the awareness of students of the available international resources and support them in using these as sources for their dissertations.
Best Practices (if applicable):   o   No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress   o   No special accomplishment to be recognized.

Evaluation
 	
   x   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

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

4.1 Human Resources
➢ 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.
Descriptive summary and analysis of compliance with standard requirements   The academic personnel involved in the program implementation have competences necessary to assure study results included in the relevant program component. Qualifications of the academic personnel are confirmed by academic works. Number and workload of programme academic and invited staff is in line with the needs, and ensures programme sustainability. Head of the programme is appropriately qualified and experienced to enhance the programme quality and is involved in programme implementation. Students are provided with appropriate administrative and support services from appropriately qualified staff.
Evidences/indicators   ○ interviews within the site visit
Recommendations: ○ none

Suggestions for programme development:
   ○ systemize the provided services and resources, and provide their clear description on the website with appropriate links to the responsible staff
   ○ keep records of the provided services for reporting needs and use these records for improvement efforts.

Best Practices (if applicable):   ○ No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress   ○ financial stability of the programme enabling support of individual professional development.

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

4.2 Professional development of academic, scientific and invited staff
- 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 Staff evaluation is done on rather informal level. It is proclaimed to be done regularly, but no formal record has been provided. Staff, though, clearly stated that they feel to have sufficient support of their individual development including appropriate funding for conference participation etc. In spite of that, the number of international publications could be improved, so the support could be better planned also in connection with individual professional growth plans.
Evidences/indicators   interviews within the site visit
Recommendations: none
Suggestions for programme development: consider binding the conference participation and other forms of support with individual professional growth plans.
Best Practices (if applicable):   No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress   staff satisfaction with the support funds for conferences etc.

Evaluation
 	
    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   Technical equipment and infrastructure help to ensure the goals of the programme. University is adapted for students with disabilities. Library, computer classes are accessible for all students. The book fund owned is in line with the literature referred in the academic course program. The infrastructure and technical equipment would, though, need to be updated/enhanced to reflect the recent needs better.

Evidences/indicators
     o   interviews within the site visit
     o   tour of the facilities during the site visit

Recommendations: o   none
Suggestions for programme development: o   prepare an investment plan to upgrade the physical facilities to the recent standards.
Best Practices (if applicable):   o   No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress   o   Active extension of the library book fund.

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 The funding of the doctoral program is implemented in accordance with the unified university rules. The faculty funds are outlined in the budget which is approved by the Georgian Technical University Representative Committee. The degree program is financially sustainable which is proved by the experience of the faculty. As mentioned in the previous chapter, though, more attention could be paid to renewal of the physical resources used.
Evidences/indicators o interviews within the site visit
Recommendations: o none
Suggestions for programme development: o consider utilizing more funds for encouraging international exposure of students.
Best Practices (if applicable): o No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress o Sustainable programme budget enabling continuation of the programme.
Evaluation x 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

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
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 analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements   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. Responsibilities are clearly defined, and the quality assurance team is well equipped with the well qualified staff and necessary technical support.

Evidences/indicators
     o   Internal regulations of STU
     o   interviews within the site visit

Recommendations: o   none
Suggestions for programme development: o   pay attention to the quality assessment instruments including student/staff//alumni/employer feedback questionnaires, and processing and publishing their results.
Best Practices (if applicable):   o   systematic involvement of programme staff in quality assurance team.
In case of accredited programme, significant accomplishments and/or progress   o   Dedicated staff in the quality assurance department.

Evaluation
       x   Complies with requirements
 	
       ☐   Substantially complies with requirements
 	
       ☐   Partially complies with requirements
 	
       ☐   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 External quality assurance is done based on the state audit and audits of national center for educational quality enhancement. There is an evidence of the reaction of the institution to the results of this audit, which is seemed to be appropriate.
Evidences/indicators o interviews within the site visit
Recommendations: o none
Suggestions for programme development: o consider preparation and applying for an international accreditation to demonstrate readiness and international validity of the programme
Best Practices (if applicable): o No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress o No special accomplishment to be recognized.
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 analysing information. Assessment results are utilized for programme improvement.
Descriptive summary and analysis of compliance with standard requirements Programme monitoring and review is conducted rather informally. Even though there is an apparent effort spent on the review, formal records are usually missing, and are not systematically worked with and "filed".
Evidences/indicators o interviews within the site visit o other documents provided by the institution (Academic Council resolution, Department protocols etc.)
Recommendations: o systemize the course feedback questionnaires collection and show reactions to the identified issues o start collecting staff, graduate and employer surveys
Suggestions for programme development: o none
Best Practices (if applicable): o No special best practices to be proposed.
In case of accredited programme, significant accomplishments and/or progress o Dedicated staff in the quality assurance department.
Evaluation   ☐ Complies with requirements   x 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	■			

HEI's Name: Georgian Technical University

Higher Education Programme Name: Transport and Industry Management

Number of Pages of the Report: 22

Programme's Compliance with the Standard

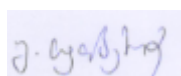| Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands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

Pavel Zufan

Expert Panel Members'

Gocha Tutberidze

Mr. Otar Kiria

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