



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

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

**Doctoral Programme in Business Administration  
Batumi Shota Rustaveli State University**

4 October 2018

Report Submission Date

Tbilisi  
October 2018

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Legal Entity of Public Law - Batumi Shota Rustaveli State University
HEI's Identification Code	245428158
Type of Institution	University

## Higher Education Programme Information Profile

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

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Dr. Christophe TERRASSE EFMD, Belgium
Member (Name, Surname, University/organization/Country)	Prof. Nino Tandilashvili Ilia State University, Georgia
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## Accreditation Report Executive Summary

### • General information on the education programme

The Doctoral programme in business administration has been developed on the basis of integrating two active and accredited doctoral programs devised at the Shota Rustaveli State University of Batumi: "Business Administration" (decisions No. 155, 03.07.2012) and "Finances, Monetary Circulation and Credit" (decision No. 152, (03.07.2012). On the basis of systematization of the specificity, experience and challenges of implementing the aforementioned doctoral programs, the aims of the presented Doctoral programme in business administration are: To prepare a new generation of professions, who have the ability to conduct modern, based on the newest technologies, original and innovative research in all business administration functional directions (finances, management, marketing, accounting and taxes) for the purpose of expanding existing knowledge and inclusion in effective teaching-learning processes; to facilitate the programme enrollee in their ability to overcome difficult and opposing ideas independently and to develop relevant approaches; to ensure preparation of doctoral students so as to be able to present their expertise and obtained knowledge; to assist the doctoral student in finding ways to establish new values and to develop innovative methods.

The volume of the doctoral education programme for Business Administration is 180 ECTS credits, including 60 credits for the training component, and remaining 120 credits for the scientific component. The doctoral program's structure is based on the world's leading universities' business administration doctoral programs' specifications, as well as experience that has been accumulated in the process of working with PhD students of Batumi Shota Rustaveli State University. Additionally, the University's general requirements (policy for implementation of Doctoral education programs) and the requirements of the economics and business faculty have been taken into consideration. The academic component implies obligatory as well as elective courses, apprenticeship (assistant) to professors, and conduction of seminars. The scientific component implies preparation and defence of a dissertation thesis.

Upon completion of the Doctoral program, the student will be awarded the academic degree of Doctor of Business Administration. A graduate of the doctoral education programme for business administration may seek employment in a relevant academic institution (academic/scientific), the private sector, and/or a state institution pertinent to the respective field.

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

The accreditation visit took place on October 4, 2018. Prior to the visit, a one-day preparation meeting between NCEQE representatives and the experts took place in Tbilisi. It allowed reviewing of the SER, sharing the preliminary findings and organizing the visit.

The visit took place on October 4 in BSU premises. It was conducted in a spirit of openness and transparency allowing profitable exchanges. All information requested was provided in the best possible timing and all clarifications asked by the team were provided without delay.

The team wishes to formally acknowledge the openness and cooperative spirit of all university senior managers, faculty, staff and stakeholders. It thanks BSU for its hospitality and organization and NCEQE for the preparation and coordination of the visit.

The visit allowed a better understanding of the nature of the programme, the merge of two precedent doctoral programme, the reasons behind this move, its consistency with the institution's mission and its contribution to the university's impact on its environment. It also allowed a clear and detailed presentation of the programme architecture.

The experts met on October 5 to share their analysis, decide on the evaluation, plan the report writing and generally ensure a consensus was met and all steps taken for the report submission. All evaluation and comments stated in the report represent the collective view of the team and all experts fully adhere to them.

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

The overall evaluation of the team is very positive. The visit confirmed the impression given in the SER:

- The programme has been carefully designed, based on a careful analysis of the university environment and its potential contribution to the institution mission. Sufficient resources have been allocated and the launch of the programme appears **realistic and well-planned**;
- All processes and control mechanisms appear to have been put in place to ensure a **satisfactory quality control**;

- BSU appears to have carefully assessed all risks and put in place mitigating strategies to mitigate them, in order to ensure the **programme sustainability**.

As a conclusion, the merge of the two previous programmes into the new Business Administration Doctoral programme appears logical, desirable and fully consistent with the institution's mission. It will without doubt increase its positive impact and contribution to its environment.

Overall, the programme appears of good quality with no major shortcomings: three criteria are considered fully compliant with the Standards and two substantially comply.

The detailed evaluation per criteria stands as follows:

- Criteria 1 - Educational programme objectives, learning outcomes and their compliance with the program: **complies with the requirements**.
- Criteria 2 - Teaching methodology and organisation, adequacy of programme comprehension evaluation: **substantially complies with the requirements**.
- Criteria 3 - Students' accomplishments, individual work with them: **complies with the requirements**.
- Criteria 4 - Providing teaching resources: **complies with the requirements**.
- Criteria 5 - Opportunities for teaching quality development: **substantially complies with the requirements**.

## ● **Summary of Recommendations**

- Criteria 2 - Teaching methodology and organisation, adequacy of programme comprehension evaluation:
  - Clarify the admission process
  - Add more research method-oriented classes and more practice-oriented courses
  - Review the syllabus to have a more contents-oriented approach, making the syllabus an academic, instead of administrative tool, promote a bottom-up approach; Ensure that the continuous review and update of the courses bibliography is carried on.
  - Review the teaching methods and evaluation forms to adapt them to PhD level courses.
  - Review the evaluation system and clarify and better communicate the requirements (in particular for colloquiums and publications).
- Criteria 5 - Opportunities for teaching quality development:
  - Upgrade the External Quality Assurance mechanism and provide all relevant information.

## ● **Summary of Suggestions**

- Criteria 1 - Educational programme objectives, learning outcomes and their compliance with the program:
  - Clarify the communication on the programme objectives : review the presentation of the programme objectives to focus on the academic aspects, and the specificities of the Doctoral programme.
  - Clarify the use of "employers" especially for PhD graduates.
  - Better track alumni and use the data to increase the awareness, image and support of the programme.
  - Check the concordance of the information provided on the website in Georgian and English.
- Criteria 2 - Teaching methodology and organisation, adequacy of programme comprehension evaluation:
  - Clarify and provide more information on the programme description (accepted publications, credits and content of colloquium, schedule, direction of research...)
  - Integrate the research outcomes from the Doctoral Programme into the institution teaching materials and reuse it at all levels (BA and Masters)
  - Encourage the creation of a team spirit for PhD students through team-building work, dedicated offices and alumni network.
- Criteria 3 - Students' accomplishments, individual work with them:
  - Setting an alumni network and encourage bonding of the students/alumni
  - Encourage international co-supervision of thesis and make the financial provisions for it.
  - Make sure the institution keeps sufficient resources for the use of international reviewers
- Criteria 4 - Providing teaching resources:
  - Define and/or clarify provision for the use of foreign faculty and clarify the strategy to maintain / increase their use
  - Promote English language for faculty members
  - Take full advantage of international contacts for networking and exchanges
  - Enrich material resources by providing more tools for research (for example quantitative research)
  - Dedicate a special room for PhD. Students
  - Ensure the balance between student number and financial sustainability, making sure that the internationalisation strategy can be pursued
- Criteria 5 - Opportunities for teaching quality development:

- Periodically review and adapt the Internal Quality Assurance mechanisms to the specificity of the Doctoral programme and its limited number of students
- Improve the External Quality Assurance system using regional and international benchmarking systems to develop and communicate a clear positioning of the programme.
- Develop an internationalisation policy for quality assurance

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

- Criteria 2 - Teaching methodology and organisation, adequacy of programme comprehension evaluation
  - Research projects of the academic staff together with PhD and master level students
- Criteria 3 - Students' accomplishments, individual work with them
  - Inclusion of a foreign reviewer prior to the defence of the thesis
- Criteria 4 - Providing teaching resources:
  - Limit of maximum 2 PhD students for each supervisor

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

Not applicable

## Compliance of the Programme with Accreditation Standards

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

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

<b>1.1 Programme Objectives</b>
➤ Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The Doctoral programme in business administration results of the merge of two doctoral programs: "Business Administration" and "Finances, Monetary Circulation and Credit".</p> <p>The aims of the programme are to “prepare a new generation of professions, who have the ability to conduct modern, based on the newest technologies, original and innovative research in all business administration functional directions (finances, management, marketing, accounting and taxes) for the purpose of expanding existing knowledge and inclusion in effective teaching-learning processes; to facilitate the programme enrollee in their ability to overcome difficult and opposing ideas independently and to develop relevant approaches; to ensure preparation of doctoral students so as to be able to present their expertise and obtained knowledge; to assist the doctoral student in finding ways to establish new values and to develop innovative methods”.</p> <p>The volume of the doctoral education programme for Business Administration is 180 ECTS credits (60 for the training component, 120 for the scientific component). It meets the University's requirements for doctoral education and the requirements of the Faculty of Economics and Business. The academic component includes courses, apprenticeship (assistant) to professors, and conduction of seminars. The scientific component implies preparation and defence of the dissertation thesis.</p> <p>Upon completion of the Doctoral program, the student will be awarded the academic degree of Doctor of Business Administration. Graduates of the programme are expected to work in academic institutions (academic/scientific), state institutions or administration or the private sector.</p> <p>Programme objectives are clearly described in the relevant communication materials (programme description and university website). All people met during the visit are aware of these objectives and their relevance to the context.</p> <p>The Business Administration Doctoral Programme fully complies with the university mission and standards and is designed to answer the needs of its environment, as evidenced by the stakeholders’ (employers) analysis and the discussion with internal and external stakeholders.</p>
<p><b>Evidences/indicators</b></p> <p>Evaluation report, programme description and supporting materials (in particular syllabi) complemented by exchanges during the visit, visit of the website, compliance check of selected English/Georgian materials</p>
<p><b>Recommendations</b></p> <p>/</p>

**Suggestions for programme development**

It is suggested that the institution clarifies its communication on the programme objectives. A PhD programme being traditionally essentially directed towards the academic functions (creation and sharing of knowledge), it is felt that this hierarchy should be respected in the communication materials and that the scientific/academic aspect supersedes the professional one.

The “employers” survey has been frequently mentioned in the SER or during the interviews. A clear definition of who these employers are/should be would be welcomed, as it was sometimes felt that little distinction is made between the employers of the University Bachelors, Master and Doctoral graduates.

Similarly, it is felt that the Department would benefit from a better tracking of its graduates and make full use of this network to increase the awareness and image of the programme, communicate on its achievements and otherwise support the programme.

**Best Practices (if applicable)**

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

Not applicable

**Evaluation**

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

<b>1.2. Programme Learning Outcomes</b>
<p>➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</p> <p>➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</p> <p>➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The doctoral programme appears very logically and classically designed. Composed of two successive and interlocked components, it aims at providing the students the necessary knowledge and skills for research before having them completing their scientific research.</p> <p>Learning outcomes are perfectly tailored to the needs of an academic career and provide both the knowledge and the relevant skills to:</p> <ul style="list-style-type: none"> <li>• Engage in scientific research activity and contribute to the knowledge creation in the field</li> <li>• Share this knowledge through teaching at the university.</li> </ul> <p>A logical combination of theoretically-oriented courses (fundamentals for research and field seminars) and practically-oriented activities (colloquium and pedagogical assistant activities) is achieved before the student engages in scientific research. The scientific research component of the programme covers not only the creation of knowledge through fundamental research but also the need for sharing through a demanding obligation for publication or presentation of the results to the scientific community, nationally or internationally.</p> <p>The program description as well as the self evaluation form clearly describe the learning outcomes and their assessment criteria. Academic plan and competences map of the program have also been provided.</p> <p>The programme is mostly targeted at the preparation of faculty members (university or higher education professors), active in the academic work (essentially teaching and researching), while the analysis of the alumni professional background shows a significant proportion of graduates working outside of the University's world. This is also confirmed by the exchanges with the alumni, students, and employers which confirmed that an important number of them works for the state administration or private sector.</p>
<p><b>Evidences/indicators</b></p> <p>Evaluation report, programme description and supporting materials (in particular programme mapping) complemented by exchanges during the visit, visit of the website, compliance check of selected English/Georgian materials</p>
<p><b>Recommendations</b></p> <p>/</p>
<p><b>Suggestions for programme development</b></p> <p>The team noted that several discrepancies on the website, from the Georgian to the English version. This should be corrected to attract students who are not native-Georgian speakers.</p>
<p><b>Best Practices (if applicable)</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>
<p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>



## Programme's Compliance with Standard

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

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

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

<b>2.1. Programme Admission Preconditions</b>
<p>➤ Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The programme admission procedure follows the guidelines of Georgian legislation and the BSU rules. Any person holding a Master's degree or an academic degree equal to it, regardless his/her background, is entitled to study at this program. The main requirements for admission are: knowledge of English language at B2 level and demonstration of motivation to pursue the doctoral education and knowledge of different business administration topics at the interview.</p> <p>The admission process does not present sufficient clarity regarding several aspects. First, the second step of the process is unclear: it does not show if the candidate has to pass only an interview or a test as well. Second, there is a danger of misinterpreting the list of subjects to elect for the interview. The list appears too vague and no indication is given on how to prepare for it. Third, the programme administration needs to clarify the admission preconditions in regards with the non-Business Administration students. Forth, there is no information on exam waiving possibility for certain cases.</p>
<p><b>Evidences/indicators</b></p> <ol style="list-style-type: none"><li>1. Program</li><li>2. Self-Assessment Report</li><li>3. Interview with the programme management</li><li>4. Interview with students</li><li>5. Interview with the academic and invited personnel implementing the program</li><li>6. University website - <a href="https://www.bsu.edu.ge">https://www.bsu.edu.ge</a></li></ol>
<p><b>Recommendations</b></p> <p>The programme could benefit from clearer admission process. Clear separation should be communicated for business/finance background candidates and those coming from different disciplines. The admission process should also be more obvious and give more details such as: exam waiving conditions, additional examination requirements, interview format, etc.</p>
<p><b>Suggestions for programme development</b></p>
<p><b>Best Practices (if applicable)</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>
<p><b>Evaluation</b></p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.2	<b>Educational Programme Structure and Content</b>
	<p>➤ 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.</p>
	<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The doctoral programme has been developed on the basis of two active and accredited doctoral programs. It was developed in line with the legislation and the strategic vision of the BSU. The programme structure and contents ensure the achievement of programme learning outcomes, which, on its turn, are consistent with the qualification granted by the programme.</p> <p>The merger was considered as an opportunity to refine the programme structure and contents. Different stakeholders participated in this process: academic staff, PhD students, alumni and employers. In order to better answer the needs expressed by the stakeholders, some modifications were made: introduction of new classes (for example, Applied statistics with SPSS elements) or modification of the course contents (for example, Social psychology for doctorate students). The prerequisite conditions for certain courses were also introduced in the programme with the aim to make the programme content more consistent with the learning outcomes.</p> <p>To be awarded a Doctoral academic degree, a PhD student needs to accumulate 180 credits. From this, the academic component consists of 1/3 (60 credits) of the total number of credits, and 2/3 (120 credits) are allocated to the scientific component (research). The teaching part consists of 6 mandatory and 6 elective classes. The research part consists of the thesis and two colloquiums. The programme is to be concluded in 3 years (maximum duration is 5 years).</p> <p>Despite the evident efforts made in this direction, there is still a little gap between the programme objectives and courses proposed in order to achieve these objectives. This concerns particularly the lack of methodology classes. The only class on methodology covers both qualitative and quantitative approaches and thus, remains very basic and introductory. PhD students would benefit from more in-depth training on various research methods and tools. This point is particularly important as the graduates of this doctoral programme are mostly employed by academic institutions (for academic/scientific position).</p> <p>The programme description is clear on the structure, but still lacks some important information, like credit repartition for the research part (120 credits). For example, there is nothing mentioned about the two colloquiums (they appear at the end of the credit repartition map). Similarly, the mandatory condition of 5 publications needs more precision, like the types of publications accepted, etc.</p>
	<p><b>Evidences/indicators</b></p> <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Self-Assessment Report</li> <li>3. Interview with the University administration</li> <li>4. Interview with the programme management</li> <li>5. Interview with students and alumni representatives</li> <li>6. Interview with the academic and invited personnel implementing the program</li> <li>7. Interview with the employers</li> <li>8. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> <li>9. Decree No. 37 of 15 June 2017 of the BSU Academic Board on the Approval of the Rules to Ensure Elaboration, Evaluation and Development of BSU Academic Higher Education Programs;</li> <li>10. Decree No. 16 of 14 February 2018 of the BSU Academic Council on the amendment to Decree #02 of the Academic Board on the Establishment of Working Groups for the Development of Educational Program;</li> </ol>

<p><b>Recommendations</b></p> <p>The main recommendation in regards with the programme contents is to add more research method-oriented classes, like qualitative research methods, qualitative research tools, advanced statistics, etc. This will answer the objective of the programme to train the future generation of the region's academic elite. At the same time, more practice-oriented courses can help in developing more practical, scientific-research and transferring skills together with the theoretical knowledge.</p>
<p><b>Suggestions for programme development</b></p> <p>It will be useful to have more precision in the programme description (the publication types accepted for the validation of the training; the credits and contents of the colloquiums, the 5 directions for the dissertation favoured by the programme, the programme schedule).</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>• Foreign reviewer</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></p> <p> <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements </p>

<b>2.3 Course</b>
<p>➤ 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;</p> <p>➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The merger of the two existing programs helped the harmonization of certain courses proposed by the program. It also contributed to introducing the prerequisite condition and make the programme structure more consistent and logical. The syllabus of the courses is very detailed, explaining the process in details, but lacking some qualitative information about the class contents. Students have access to updated bibliographical lists and recommendations, but in some cases, the bibliography appeared limited to classical readings, lacking the input of more recent research findings.</p>
<p><b>Evidences/indicators</b></p> <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Course Syllabuses;</li> <li>3. Self-Assessment Report</li> <li>4. Interview with the programme management</li> <li>5. Interview with students</li> <li>6. Interview with the academic and invited personnel implementing the program</li> <li>7. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> </ol>
<p><b>Recommendations</b></p> <p>The presentation of the programme syllabus could be reviewed to switch from a process-oriented to the contents-oriented approach, making the syllabus an academic, instead of administrative tool; To do so, the syllabus should be elaborated bottom-up with a higher freedom given to the teachers. This concerns particularly the choice of topics and the evaluation methods. The revision of the syllabus will go along with the recommendation given in the section 2.2, 2.4 and 2.6 aiming at increase of more practical knowledge and transferable skills.</p> <p>In some cases, the bibliography should be completed with more articles and other types of publications. The team has noted the efforts of the institution for a continuous update of the courses bibliography and recommends that this effort is maintained in the future.</p>
<p><b>Suggestions for programme development</b></p>
<p><b>Best Practices (if applicable)</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>
<p><b>Evaluation</b></p> <p> <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements </p>

<b>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</b>
➤ 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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The doctoral programme is designed to develop some practical, scientific-research and transferring skills together with the theoretical knowledge. PhD candidates are proposed courses such as Contemporary teaching methods, Academic writing and Assistant Professor which develop their transferable and communication skills both in research and teaching components of the profession. However, the lack of the research method courses impacts the overall appreciation of the programme in this regard.</p> <p>The doctoral programme proposes its students the possibility to participate in different research projects with their supervisors and other academic personnel. This is appreciated by the PhD students as they get the possibility to develop a set of skills (research grant writing, project management, evaluation etc.) which is not taught by programme courses.</p>
<b>Evidences/indicators</b>  <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Course Syllabuses;</li> <li>3. Self-Assessment Report</li> <li>4. Interview with the programme management</li> <li>5. Interview with students/alumni</li> <li>6. Interview with the academic and invited personnel implementing the program</li> <li>7. Interview with the employers</li> <li>8. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> </ol>
<b>Recommendations</b>  /
<b>Suggestions for programme development</b>  It will be interesting to incorporate the research outcomes into the programme courses as well as teach them at BA and MA level programs of the faculty.
<b>Best Practices (if applicable)</b>  Research projects of the academic staff together with PhD and master level students
<b>In case of accredited programme, significant accomplishments and/or progress</b>  Not applicable
<b>Evaluation</b>  <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements </div>

<b>2.5 Teaching and learning methods</b>
➤ Programme is implemented using student centred teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The doctoral programme includes a wide variety of teaching methods. Nearly every course is elaborated to develop students' theoretical knowledge on a selected topic and gives them the possibility to use the knowledge in practice. Some of the courses also develop communication and learning skills.</p> <p>However, at the third level of higher education, more individual and analytical work could be implemented. There is a lack of independent work and/or teamwork and knowledge sharing between PhD students.</p>
<b>Evidences/indicators</b> <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Course Syllabuses;</li> <li>3. Self-Assessment Report</li> <li>4. Interview with the programme management</li> <li>5. Interview with students/alumni</li> <li>6. Interview with the academic and invited personnel implementing the program</li> <li>7. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> </ol>
<b>Recommendations:</b>  <p>In order to better answer the needs of the 3rd level education, teaching methods and evaluation forms need to be reviewed in some cases. For example, a multiple-choice test could be replaced by individual or teamwork on more analytical questions.</p> <p>It is recommended to clarify the teaching and learning methods to be sure that all tools are considered.</p>
<b>Suggestions for programme development:</b>  <p>Teamwork between the students can be encouraged by proposing individual workloads and/or providing the students with the facility that will assist in teambuilding. Incorporating alumni network as suggested in section 3.1 can be useful in this regard as well.</p>
<b>Best Practices (if applicable):</b>  <p>/</p>
<b>In case of accredited programme, significant accomplishments and/or progress</b>  <p>Not applicable</p>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>2.6. Student Evaluation</b>
➤ Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>Student's assessment is carried out according to the rules established by national legislation and the university rules. On the teaching component of the program, the student evaluation consists of ongoing/current assessment of their daily activeness, and the assessment of the final exam. The maximum assessment for the course is 100 points, from which the maximum point total for the final exam is 40 points, and the rated assessment is worth 20 points. The research component is evaluated by the quality of the dissertation and the condition of 5 publications. The programme proposes a very detailed process of evaluation and care for transparency. It also shows the care for fighting against the plagiarism as proven by the decision of the university to implement a digit tool in the regard. However, there is a need for more transparent communication on the contents and not the process of evaluation. Similarly, there is a lack of communication on what is acceptable for the required 5 publications. This observation goes with the section 2.3 recommendation to make the syllabus an academic, instead of administrative tool.</p>
<b>Evidences/indicators</b> <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Course Syllabuses;</li> <li>3. Self-Assessment Report</li> <li>4. Interview with the programme management</li> <li>5. Interview with students</li> <li>6. Interview with the academic and invited personnel implementing the program</li> <li>7. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> <li>8. Decree №111 of the BSU Academic Council on October 8, 2015 "On Approval of Rules Regulating the Academic Process";</li> <li>9. Decree No. 23 of the BSU Academic Board on February 20, 2018 "On Approval of the Conduction of Exams";</li> </ol>
<b>Recommendations</b> <p>Two major recommendations can be formulated in this regard. Firstly, the criteria for the assessment of the PhD programme need to be better explained. This concerns the requirement of 5 publications and the need to path the two colloquiums. Secondly, some courses should review their assessment methods to make them more adequate for a PhD level (more analytical, less test-oriented methods).</p>
<b>Suggestions for programme development</b> <p>/</p>
<b>Best Practices (if applicable)</b> <p>Heavy promotion of and support for international publication</p>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <p>Not applicable</p>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>



## Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		X		

### 3. Student achievements and individual work with them

HEI creates student-centred 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.

<b>3.1. Student support services</b>
➤ Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Interviews with students, graduates, academic and administrative staff, as well as evidence provided by the institution revealed that students receive consultation and support about determination of their profile, planning of learning process and improvement of their academic achievement. In this process, students are assisted by administrative and academic personnel. When it comes to theses supervision and consultation, during the first-year students have 20 hours of face to face consultations. For the next two years the time increases to 40 hours.</p> <p>To facilitate exchange, knowledge creation and boost career opportunities for students it is advisable to set up alumni management system and include them in various activities. Also, for knowledge creation sharing and spill over effects it is important to encourage existing student to work together. For this reason, it is advisable to have a separate working space devoted for a PhD student where they will be available to work and socialize.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>● Program</li> <li>● Self-Assessment Report</li> <li>● Interview with the University Administration</li> <li>● Interview with the Programme Coordinator and Administrator</li> <li>● Interview with students</li> <li>● Interview with the academic and invited personnel implementing the program</li> <li>● <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a> - University website</li> </ul>
<p><b>Recommendations</b></p> <p>/</p>
<p><b>Suggestions for programme development</b></p> <ul style="list-style-type: none"> <li>- Setting up alumni management system (creation of a network)</li> <li>- should develop bonding between alumni and PhD students and between PhD students</li> </ul>
<p><b>Best Practices (if applicable)</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>3.2. Master's and Doctoral Student supervision</b>
➤ Master's and Doctoral students have qualified thesis supervisors.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>Interview with students confirmed that consultation time is adequate and that they have the opportunity to discuss the issues on their research with academic personnel and their supervisors. Students have the opportunity to meet with their supervisors as well as contact them via different means of communication. as mentioned academic staff workload scheme includes individual work with students. It should also be noted that the university has its internal limit of maximum 2 PhD students per supervisor. Also, during the interviews, it was apparent that faculty members were motivated and happy with the communication and supervisory process. Positive environment and intensive communication were also mentioned by students. University has internal regulation in place with which it makes sure that PhD students have qualified supervisor in the field of their theses. As its internationalisation strategy University also encourages students to have foreign supervisors and co-supervisors and is working in this direction. This will require long-term commitment and resources.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>● Program</li> <li>● Self-Assessment Report</li> <li>● CVs of academic personal</li> <li>● Interview with the University Administration</li> <li>● Interview with the Programme Coordinator and Administrator</li> <li>● Interview with students</li> </ul>
<b>Recommendations</b> /
<b>Suggestions for programme development</b> <ul style="list-style-type: none"> <li>- Should be sure to have enough resources for the foreign reviewers. Should maybe be included in the budget</li> <li>- Develop international co-supervision</li> </ul>
<b>Best Practices (if applicable)</b> foreign reviewer
<b>In case of accredited programme, significant accomplishments and/or progress</b> Not applicable
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### Programme's Compliance with Standard

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

## 4. Providing teaching resources

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

<b>4.1 Human Resources</b> <ul style="list-style-type: none"><li>➤ The programme carried out by the persons with respective qualifications, having necessary competencies for achieving learning outcomes envisaged by the program.</li><li>➤ The number and workload of academic/scientific and invited staff ensures managing of the learning process defined by the educational programs and also, proper performance of scientific-research/creative/performing activities and other functions entrusted to them. The balance between academic and invited staff ensures sustainability of the program.</li><li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation.</li><li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence</li></ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>24 (1 foreign) academic and 5 invited personnel is engaged in implementation of the Programme. Academic personnel consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes; programme has two heads and they have necessary knowledge and experience required for programme elaboration. They are personally involved in programme implementation; one of them is the dean of the faculty to emphasise the importance of this programme for the faculty. The number and workload of programme academic 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. There is a limit of maximum 2 PhD students for each supervisor. Invited lecturers involved in programme implementation are mostly members of faculties in different schools of the university, which further ensures programme sustainability; members of the faculty are very motivated and eager to support and help students acquire the competences determined by the programme.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"><li>● Program</li><li>● Self-Assessment Report</li><li>● CVs of academic personal</li><li>● Interview with the University Administration</li><li>● Interview with the Programme Coordinator and Administrator</li><li>● Interview with students</li></ul>
<b>Recommendations</b> <p>/</p>
<b>Suggestions for programme development</b> <p>If there will be a foreign staff as an invited lecturer, supervisor or co-supervisor the university should put in place appropriate strategy.</p>
<b>Best Practices (if applicable):</b> <p>limit of maximum 2 PhD students for each supervisor</p>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <p>Not applicable</p>

**Evaluation**

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

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The university has a budget of 2000 Gel for each faculty members to support them for participating in conferences and publish their work. In addition, as part of the internationalisation strategy, the university is providing English classes for the members of faculty. The relatively small size of the faculty facilitate a regular follow up to ensure professional development of the academic staff.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>● Program</li> <li>● Self-Assessment Report</li> <li>● CVs of academic personal</li> <li>● Interview with the University Administration</li> <li>● Interview with the Programme Coordinator and Administrator</li> <li>● Interview with students</li> </ul>
<b>Recommendations</b>  /
<b>Suggestions for programme development</b> <ul style="list-style-type: none"> <li>- English should be further promoted to improve the English proficiency of its faculty</li> <li>- Take full advantage of international professional / trade / membership association for networking and exchanges</li> </ul>
<b>Best Practices (if applicable)</b>  /
<b>In case of accredited programme, significant accomplishments and/or progress</b>  Not applicable
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.3. Material Resources</b>
➤ Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The university renewed the material and technical base of the Faculty of Economics and Business in 2015 to ensure the achievement of academic outcomes envisaged by the educational programs, including this doctoral program. The faculty is equipped with modern academic auditions, working rooms, conference rooms, library, computer labs.</p> <p>The programme offers its students an unlimited access to paper and digital collection of reading material and to computer labs, equipped with one programme for statistical analysis.</p> <p>BSU is also registered as a member of the consortium for electronic information libraries - EIFL, which enables students to use the following electronic resources: EBSCO Host, Oxford University Journals, BioOne, Oxford Reference Online, Royal Society Journals Collection BSU personnel. Students have access to LLC "CLARIVATE" databases.</p>
<b>Evidences/indicators</b>  <ol style="list-style-type: none"> <li>1. Program</li> <li>2. Self-Assessment Report</li> <li>3. Interview with the programme management</li> <li>4. Interview with students</li> <li>5. Interview with the academic and invited personnel implementing the program</li> <li>6. University website - <a href="https://www.bsu.edu.ge/">https://www.bsu.edu.ge/</a></li> <li>7. BSU Library - <a href="http://www.bsu.edu.ge/sub-15/page/2-237/index.html">http://www.bsu.edu.ge/sub-15/page/2-237/index.html</a></li> <li>8. Visit to the university library and computer classes</li> </ol>
<b>Recommendations</b>  /
<b>Suggestions for programme development</b>  <p>The material resources of the programme can be enriched by additional tools for research methods (example tools for qualitative analysis). This point goes together with the recommendation given under the section 2.2.</p> <p>It will be very useful to dedicate a special room for PhD students to facilitate the bounds between them. This room should be used for individual as well as teamwork and knowledge/experience sharing. This point goes together with the recommendation given under the sections 2.5 and 2.6.</p>
<b>Best Practices (if applicable)</b>  /
<b>In case of accredited programme, significant accomplishments and/or progress</b>  Not applicable
<b>Evaluation</b>  <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements </div>



<b>4.4. Programme/faculty/school budget and programme financial sustainability</b>
<p>➤ The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The doctoral programme budget covers the direct costs of the program. However, the programme operates under the faculty of Economics and Business, which is financially stable and sustainable unit and easily covers the indirect costs of the programme as well. The programme income is generated by tuition fees, research projects and other grants. The financial support is generally executed from the unified budget of the University according to reflected incomes and expenditures (expense categories).</p> <p>The programme aims to increase the allocation for the remuneration of the academic, administrative and invited personnel in order to ensure the involvement of highly qualified staff in the implementation of the program. A close attention should be paid to the sustainability of the program's budget if the student selection will be limited to three students each year and the partial waiving of the tuition fees. While the programme has the capacity to accommodate more students, this effort to guarantee the quality by limiting the students number is appreciated and demonstrates the choice of quality over quantity.</p>
<p><b>Evidences/indicators</b></p> <ol style="list-style-type: none"> <li>1. Self-Assessment Report</li> <li>2. Interview with the programme management</li> <li>3. Interview with the University administration</li> <li>4. Decree № 02 of the BSU Representative Board, 2017 on Approval of the 2018 Budget of Legal Entity of Public Law - Batumi Shota Rustaveli State University.</li> </ol>
<p><b>Recommendations:</b></p> <p>/</p>
<p><b>Suggestions for programme development:</b></p> <p>Find a balance between the student number and the financial stability of the programme as the programme aims to develop the internationalization strategy, which will impact the budget.</p>
<p><b>Best Practices (if applicable):</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>
<p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

## Programme's Compliance with Standard

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

## 5. Teaching quality enhancement opportunities

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

<b>5.1 Internal quality</b>
<p>➤ Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Quality assurance mechanisms are in place and enforced both at the university and the department levels. They adequately cover all aspects of academic life and apply to all target groups:</p> <ul style="list-style-type: none"> <li>• academic and invited personnel activities</li> <li>• programme development, assessment and promotion</li> <li>• scientific personnel performance assessment</li> <li>• students' academic assessment, graduate employment and labour market research</li> <li>• academic personnel assessment and career development.</li> </ul> <p>Collection mechanisms, analysis processes and feedback loops are in place; they allow the piloting of the activities, ensure their conformity at the institutional level and are used for the continuous monitoring and periodical improvement of the programme.</p> <p>All stakeholders met during the site visit are aware of the internal quality process and confirm that information is regularly collected and used. As this is traditionally the case, students and alumni expressed the will to be more consulted on the process.</p> <p>It was sometimes felt that the superimposition of various quality assurance process, at the level of the institution and at the programme level, may result into a complicated system and procedural overlaps. Periodical reviews should be conducted to ensure that new processes effectively replace the former ones and not add to the burden. The institution insisted a lot on the collection process and the use of electronic tools, which is to be commended. However, a certain flexibility would be desirable to adapt the quality assurance mechanisms to the intake of only 3 PhD students a year.</p> <p>Particular care is given to ethical aspects, in particular the plagiarism issue. The participation of the institution to international projects to fight plagiarism has been well noted and duly appreciated by the team. This is considered as a positive move to take control of the issue and the efforts should be continued.</p>
<p><b>Evidences/indicators</b></p> <p>SER and exchanges during the institution visit with internal and external stakeholders</p>
<p><b>Recommendations</b></p> <p>/</p>
<p><b>Suggestions for programme development</b></p> <p>The team acknowledges the importance and centrality of internal quality assurance process. It recommends periodical reviews to ensure the evolution and adaptation of the process to the specificity of the Doctoral programme and its limited number of students.</p>
<p><b>Best Practices (if applicable)</b></p> <p>/</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>Not applicable</p>

**Evaluation**

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

<b>5.2 External quality</b>
➤ Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>Little information has been provided on the external evaluation system in the SER and discussions during the team visit did not give convincing evidences of a systematic use of external quality assurance system, though the institution indicated that some comparisons are made with existing programmes. It seems that some ad-hoc external evaluation has been conducted but no evidence has been found of systematic and formalized mechanisms to assess the programme nor the existence and functioning of an external quality assurance system.</p> <p>It is felt that the programme would benefit a lot from a systematic external quality assurance system, allowing to benchmark against international or regional standards. This would also support the internationalisation strategy of the programme and facilitate academic cooperation with other institutions.</p>
<b>Evidences/indicators</b>  <p>SER and exchanges during the institution visit</p>
<b>Recommendations:</b>  <p>It is recommended that the Programme upgrades its external equality assurance system, with clear reference to the systems (national, regional or international) it will benchmark against, the procedures and timeframe that it will imply and the the benefits that are expected.</p> <p>This should be clearly stated in the Programme policy and description and be transparently communicated to the stakeholders.</p>
<b>Suggestions for programme development</b>  <p>It is suggested that the institution uses a mix of soft (voluntary) benchmarks process and more demanding systems (such as regional/international accreditation with strictly defined standards and procedures) to get a better vision of where it stands and what it wants to achieve in the coming years.</p> <p>It is also suggested that the programme puts in place a comparison system to evaluate where it stands (image, specificity, differentiation...) and compare to other national/regional institutions. This would also serve a a useful tool when communicating with the stakeholders.</p>
<b>Best Practices (if applicable)</b>  <p>/</p>
<b>In case of accredited programme, significant accomplishments and/or progress</b>  <p>Not applicable</p>
<b>Evaluation</b>  <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>5.3. Programme monitoring and periodic review</b>
<p>➤ 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.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>As evidenced under 5.1 the institution has a very comprehensive system of programme monitoring and periodic reviews. This system encompasses the following stakeholders:</p> <ul style="list-style-type: none"> <li>• Internal stakeholders: students, university professors and invited lecturers</li> <li>• External stakeholders: employers and alumni</li> </ul> <p>All mechanisms for collection, analysis and retro feed are in place, at the institutional level and appear to function efficiently. These mechanisms are described in details in the SER and have been presented during the visit. However, it remains unclear how many of them will or can be adapted to fit to the specificity of Doctoral Education.</p> <p>Special attention and care is given to the external information provided by the «employers». As mentioned in the other parts of the report, this term should be more clearly defined in the context of Doctoral studies. Also, given the relatively small number of Doctoral students and alumni, some flexibility and adaptation could be considered.</p> <p>International benchmark or at least inspiration comes from international academic partners of the institution, though it remains unclear at this stage how this is concretely translated. Efforts should be continued in this domain.</p>
<b>Evidences/indicators</b>
<p><b>Recommendations:</b></p> <p>It is also recommended to identify other suitable methodologies for reference.</p>
<p><b>Suggestions for programme development</b></p> <p>The inspiration and support provided by international methodologies has been noted by the team which recommends the continuation of this cooperation.</p>
<b>Best Practices (if applicable)</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

## Programme's Compliance with Standard

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

## Enclosed Documentation (If Applicable)

**HEI's Name:** Batumi Shota Rustaveli State University

**Higher Education Programme Name:** Doctoral Programme in Business Administration

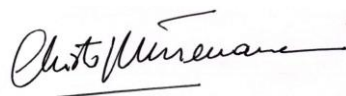
**Number of Pages of the Report:** 32

### Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources	X			
5. Teaching quality enhancement opportunities		X		

#### Expert Panel Chair's

**Dr. Christophe TERRASSE**



#### Expert Panel Members'

**Prof. Nino Tandilashvili**



**Irakli Gabriadze**

