



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

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

**Higher Education Programme Name:**

**Business Administration Doctoral studies**

**Ilia State University**

Date(s) of Evaluation  
25 July 2018

Report Submission Date: 08.11.18.

Tbilisi  
2018

### HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	<b>Ilia State University</b>
HEI's Identification Code	204861970
Type of Institution	University

### Higher Education Programme Information Profile

Name of the Programme	<b>Business Administration</b>
Level of Education	Doctoral Studies
Qualification Granted Indicating Qualification Code	PhD in Business Administration
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited

### Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Tatjana Volkova BA School of Business and Finance, Latvia
Member (Name, Surname, University/organization/Country)	Gocha Tutberidze European University, Georgia
Member (Name, Surname, University/organization/Country)	Salome Maludze Caucasus International University

## **Accreditation Report Executive Summary**

### **General information on the education programme**

The PhD programme of Business Administration is implemented since 2009. Business Administration programme is accredited since 9/30/2011 (Accreditation Decision Number # 83). During the implementation of the programme the major changes related to content of the programme and the admission terms took place. There are 9 active students currently in the program and 14 academic staff involved in delivering the programme.

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

The accreditation site-visit took place on the 26th of July, 2018. The Expert team was chaired by Prof. Tatjana Volkova, the team members were: Gocha Tutberidze and Salome Maludze. During the visit the team had meetings with University administration, Self-evaluation team, Heads of the programme, academic staff, students, Alumni, employers and had a tour of the University, visited library, classrooms and offices.

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

1. **Substantially** complies with requirements of the first standard;
2. **Substantially** complies with requirements of the second standard;
3. **Complies** with requirements of the third standard;
4. **Complies** with requirements of the forth standard;
5. **Substantially** complies with requirements of the fifth standard.

### **Summary of Recommendations**

1. The institution must clearly state the purpose of the program. In particular, the goal of the program could be to prepare highly qualified researchers (and not professionals) in the management science;
2. To ensure better alignment of the objective with the University mission and to ensure internationalization aspect in the objective of the programme;
3. To ensure the consistency in communication about the employment market of the graduates;
4. To ensure LOs consistency with the programme objective;
5. To reduce number of LOs both on the programme and course levels;
6. To develop the LOs for Doctoral Thesis;
7. To ensure efficient and effective LOs assessment cycle for the development of the program and providing the feedback to students regarding their learning achievements;
8. To add academic courses of 6 CP to the study programme structure (educational plan) in order to coincide with the number of total 180 CP of the programme based on the requirements of the third level determined by the National Qualification framework of higher education;
9. To make the programme consistent and logical, in the first semester, the Research Methodology course should be offered as the prerequisite of doctoral seminar I;
10. To ensure consistency of LOs of academic course syllabuses with the program determined LOs;
11. To renew the main and supplementary literature of courses: "Time Series Analysis using EViews", "Qualitative Data Analysis with Nvivo program", "Panel Data Analysis using EViews";

12. To provide trainings to the academic staff on programme LOs and their reaching, measuring/evaluating issues on a regular basis;
13. The internal quality has to be ensured in on more systemic and systematic level as there is an expertise inside, but it needs to be shared on more structured way thus helping to improve a quality of programme;
14. To provide training for administrative staff on internal quality issues related to the latest concepts in higher education to be able to enhance the quality and monitor its results;
15. To ensure further internationalization of the programme, thus demonstrating the ability to function in cross-cultural environments;
16. To develop program development goals and associated action plan to make the evaluation and monitoring more effective.

### **Summary of Suggestions**

1. To clarify the objective of the programme to prepare researchers instead of "professionals with ability to conduct innovative studies";
2. To ensure communication of the objective of the programme in English version of the ISU website;
3. To introduce a course in Contemporary Management research;
4. To formulate the LOs of the Thesis (120 ECTS) to ensure explanation of different levels of evaluation;
5. To introduce a co-supervision to ensure the diverse competencies of supervisors available for increasing the quality of research;
6. To appoint a person with overall responsibility for the programme;
7. To attract and select more reviewers to ensure the smooth process of Thesis evaluation and defense;
8. To include student's representative in the Self Evaluation Group;
9. To ensure the programme development plan around clearly set goals based on SMART approach for the next period to be able to measure the progress;
10. The opportunities to organize doctoral program around Doctoral school could be discussed among the responsible staff;
11. To ensure involvement of representatives of external partners (or representative of the Board of Advisors) as a members of Self-evaluation team;
12. To ensure involvement of international experts in program evaluation process;
13. To deliver program monitoring and periodical review based on the international standards for doctoral studies in Business and Management;
14. To consider the application of a benchmarking as a management tool for evaluation and monitoring quality of the programme.

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

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

After accreditation of 2011 the prerequisite of the program was changed and added to it. In case of Master or equivalent degree to Master in other direction the requirement of 7-year managerial experience for the applicant or GMAT (score - at least 550).

The Board of Advisers is composed of qualified and leading experts existing in the modern business environment functions in the School of Business, who develop recommendations on the educational



components, modules and results and the application of the mentioned recommendations is done with the purpose.

## 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

The programme goal as is stated in SER is *"..... to prepare a new generation of professionals, who have the ability to implement a modern, advanced methodologies based on the original, innovative fundamental and applied research (including commercial) business administration in the new knowledge in order to create and involve in the teaching process for research and teaching effective integration (see: SER, p.16).*

There are different versions of the programme objectives, particularly in the SER and an Education programme documentation. The formulation of the program goal in the program documentation and the SER does not match each other. For example, in the Educational programme description the aim of the program is presented as following: *"...the program aims to prepare a new generation of professionals who are able to undertake and conduct based on modern and innovative technologies original, innovative studies/research in business administration sphere, business administration functional sphere (Finances, Marketing, Management) for purpose of enhancing a knowledge sphere to effectively and efficiently integrate into the process of teaching and learning and elaborating outcomes" (see p. 1).*

This goal has to be aligned and reconsidered also due to the reason that doctoral study programme has aim to prepare young researchers in Management science but not in the "business administration sphere and business administration functional sphere" **due to the reason that there is no such science as Business administration.** The research in Management science includes research/studies of Finance, Marketing, Logistics, Innovation, Human Resources, etc. and its management. It covers all management functions and functional areas of organizations. Therefore, Management as a science is not a "business administration sphere" or its "functional sphere". In addition, the Business administration as such is rather outdated approach compared with to Business Management although it is stated in the National qualification framework Appendix 4.

The aim of the programme could be broadened beyond studies of Finances, Marketing, by clearly communicating that doctoral programme is aiming at Management studies thus allowing selection of diverse topics under Management science research could be beneficial for the programme development as could attract new scholars opening up new research and study directions at the University. By limiting the research areas based on existing research traditions at University the growth potential of new research areas is hindered.

The objective of the programme is to prepare a new **generation of professionals**, who "...have the ability to undertake and conduct based on modern, innovative methodologies original, innovative studies". Based on EQUAL (International association of quality assessment and accreditation agencies in the field of business and management education) guidelines for doctoral studies in Business and Management, states that the "doctoral candidates are Early-Stage Researchers (ESR). ESR should be recognized as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge". Therefore, the programme would benefit from the clarification of the objective of the programme to **prepare researchers which could be regarded also as professionals** instead of just "...professionals with ability to conduct innovative studies".

The SER states that "The Doctoral Program provides the competitiveness of graduates in the employment market, **namely in the academic context**" (SER, p.17). The objective of the programme could be designed around "**the core component of doctoral education** is the advancement of knowledge through original research. At the same time, it is recognized that doctoral education must increasingly meet the needs of an employment market that is wider than academia". (Source: EQUAL guidelines for doctoral studies in Business and Management, [http://equal.network/wp-content/uploads/2016/11/161110-EQUAL\\_Guidelines\\_Doctoral.pdf](http://equal.network/wp-content/uploads/2016/11/161110-EQUAL_Guidelines_Doctoral.pdf)).

Although it is necessary to mention that in the program description is stated that graduates can be employed in business sector and/or governmental organization. The consistency in communication about the employment market of the graduates has to be ensured.

Based on EQUAL guidelines, the Doctoral graduates can qualify for a research and teaching role in academia or functions outside of the higher education sector informed by research work at the highest level. So, limiting employment market to "mainly in the academic context" makes program less attractive to those who would like to pursue the career outside academic sector. Focus of the objective of the programme has to be shifted to prepare researchers contributing to development of Management as a science and as a profession instead of focusing on *professionals* itself.

During meetings with administration and academic staff this view was shared that the main aim of the programme is to develop necessary knowledge, skills and competences for early stage researchers able to conduct research on behalf of different organizations.

The objective could be also better aligned with the mission statement of Ilia State University: "...to accumulate knowledge, transfer and use of scientific progress and development of public values at both local and **international level** and consider the critical, analytical and **ethical** professional and contribute to the development of knowledge based society".

In the objective of the programme a research ethics could be mentioned. The internationalization aspect in the goal of the study programme has to be mentioned, as well.

The clarification of the title of the scientific degree awarded is recommended. For the academic doctorate offered by Ilia State University (ISU) the main aim has to be to prepare young researchers in Management science: The Doctor of Business Administration (DBA) degree could lead to misunderstanding of the programme type of the programme. There are 2 streams in delivering doctoral programs: as it was mentioned above the academic doctorate awarding degree in Management science (e.g., Ph.D.), and a professional practice doctorate (e.g. DBA, Executive or Industrial Ph.D.). The DBA degree is awarded after the graduation of professional doctorate programme which presents the different type of Doctoral programme: professional doctoral studies. The title PhD is awarded after academic studies and represents degree in the science in which it is awarded, in this case in Management science. The expert team was



aware that in Georgia there are not 2 types of doctorate degrees' in Management science envisaged. Although the initiatives by University in cooperation with colleagues from other HEIs offering doctoral studies in Management could be taken to discuss among the key stakeholders and clarify the title awarded after doctoral study programs to align with an international practice.

Objective could be also publicly accessible also in English: version of the website link to the program: ([see:https://iliauni.edu.ge/en/iliauni/AcademicDepartments/biznesis-skola-268/programebi-276/sadoqtoro-595](https://iliauni.edu.ge/en/iliauni/AcademicDepartments/biznesis-skola-268/programebi-276/sadoqtoro-595)).

As team has noted there are some titles of the Doctoral thesis related to the research in Economics science, e.g. "Challenges of the International Financial Institutions with Governments of Developing Countries and Business". "The Influence of Economic Policy and Administrative Decisions on Competition in Georgia", etc.

The administration of the program has to distinguish the difference between Economics science and Management science research perspective to ensure the alignment with the Degree awarded after defense of the Thesis.

Therefore, the clear communication with the potential students about the focus of the programme has to be ensured to make sure that their research interests of studies match the programme content they are studying. In the case of changing the research interests during the studies the mobility to the doctoral program in Economics has to be provided to students.

#### Evidences/indicators

- Self-Evaluation report
- Doctoral program description
- Doctoral program description
- Meeting with University administration
- Meeting with academic staff
- Meeting with students
- Meeting with Alumni
- Meeting with invited staff
- Meeting with employers

### Recommendations:

1. The institution must clearly state the purpose of the program. In particular, the goal of the program could be to prepare highly qualified researchers (and not professionals) in the management science.
2. To ensure better alignment of the objective with the University mission and to ensure internationalization aspect in the objective of the programme.
3. To ensure the consistency in communication about the employment market of the graduates;

### Suggestions for programme development:

1. To clarify the objective of the programme to prepare researchers instead of "professionals with ability to conduct innovative studies";
2. To ensure communication of the objective of the programme in English version of the ISU website.

### Best Practices (if applicable):

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

### Evaluation

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

### 1.2. 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

The Learning outcomes (LOs) are defined on the programme level and are consistent with the third level of higher education according to the National Qualifications Framework (NQF). Although there are too many (19) LOs on the program level. Some of LOs are too general and could be grouped with aim to reduce its number to 6 or 8 in order to avoid its fragmentation and to make sure that all LOs could be assessed and measured. For example, in the area of the LOs in knowledge and understanding there are 3 LOs: "...Graduates have knowledge based on the latest achievements of the problematic issues in business administration; Graduates have competence in the latest, innovative, relevant methods for the research of the problems / issue; Graduates comprehend the widened sphere of updated knowledge in the field of business administration through re-analyzing and partial re-evaluating of the existing knowledge". These LOs could be better articulated around the main LO in knowledge and understanding



on doctoral level: "...to master theories and methods at the frontiers of knowledge in a particular discipline or area of concentration" (See: [http://equal.network/wp-content/uploads/2016/11/161110-EQUAL\\_Guidelines\\_Doctoral.pdf](http://equal.network/wp-content/uploads/2016/11/161110-EQUAL_Guidelines_Doctoral.pdf).)

The same refers also to the LO demonstrating an ability to apply knowledge in practice, e.g. "Effective management of small or large audiences" which is not the LO of academic doctoral program level, it is more related to the academic course level.

The LOs have to be clear and explicit, achievable, measurable and realistic. Some of LOs, e.g. "Effectively manages time and resources in research and teaching process" and explanation should be shared among administrative and academic staff how this LOs will be assessed.

LOs assessment cycle: defining, collecting and analyzing data is in progress at University. The program LOs then have to be assessed at the end of the programme and reflected in the Thesis assessment, which is not the case in grading Doctoral Thesis assessment description available to the peer-review team.

The assessment of Doctoral Thesis is based on such grading as "Excellent (summa cum laude) – excellent work; Very good (magna cum laude) – a result that exceeds the defined requirements in all respect; Good (cum laude) - result that exceeds the defined requirements", etc. The assessment link to the program LOs is missing, explaining what kind of knowledge and understanding, ability to apply knowledge in practice skills of making conclusions, communication skills, etc. student has to demonstrate in the Thesis and during the defense of Thesis. The assessment grading of the Thesis should be linked to the LOs assessment. By reducing the number of LOs on the programme level, the LOs assessment results would be better utilized for improvement of the programme itself.

Programme academic staff is familiar with LOs concept but further training is needed both to the faculty members, administration and invited faculty to ensure effective assessment of LOs and use of its results.

#### Evidences/indicators

- SER
- Doctoral program description
- Meeting with program administration
- Meeting with academic staff
- Meeting with invited staff
- Meeting with students
- Meeting with Alumni
- Meeting with employers

#### Recommendations

1. To ensure LOs consistency with the programme objective;
2. To reduce number of LOs both on the programme and course levels;
3. To develop the LOs for Doctoral Thesis;
4. To ensure efficient and effective LOs assessment cycle for the development of the program and providing the feedback to students regarding their learning achievements.

#### Suggestions for programme development:

#### Best Practices (if applicable):

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

**Evaluation**

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

**Programme's Compliance with Standard**

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

**2. Teaching methodology and organization, adequate evaluation of programme mastering**  
 Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

**2.1. Programme Admission Preconditions**

Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.

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

The Business school has determined relevant, transparent, fair, public and accessible program admission preconditions. In particular, the PhD student can become a person who has a Master's degree or equivalent degree in Economics and Business Administration or other degree with a Master's or equivalent degree to Master. In case if the applicant has Master's degree or a degree equivalent to it in other field, is required to have a 7 year working experience in business or GMAT (minimum 550 points). The applicant must confirm the knowledge of English at C1 level. Members of the admission commission approved by the Faculty Board of Business School and Program Coordinator assess the applicants' data to the prerequisites for access to the program based on criteria defined previously. The prerequisites for accessing the program are quite strict. However, it should be noted that the number of those wishing to study at the program has increased dramatically over the past year. (18 people for 4 places). Currently, the program has 9 active students.

**Evidences/indicators**



- Procedures and assessment systems for doctoral program of business administration;
- Dissertation Board and the Provision of the faculty for doctoral degree of LEPL Ilia State University Business School
- Curriculum of Doctoral Program for Business Administration
- Meeting with Heads of the programme
- Meeting with students

**Recommendations:**

**Suggestions for programme development:**

**Best Practices (if applicable):**

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

After accreditation of 2011 the prerequisite of the program was changed and added to it. In case of Master or equivalent degree to Master in other direction the requirement of 7-year managerial experience for the applicant or GMAT (score - at least 550).

**Evaluation**

- ☒ Complies with requirements
- ☐ 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.

According to National Qualifications Framework "Doctoral educational program involves 180 credits". Curriculum of the doctoral programme includes only 174 credits.

The 174 credits of the programme teaching plan are allocated on study and research components. Learning component consists of 54 credits while the research component includes 120 credits. In the document "Programme PhD in Business administration" in the section "Doctorate program structure" it is clearly seen that programme consists from 174 CP. Although in the same document is stated that PhD student should obtain the total number of credits 180 CP. The further explanation says that "By assisting and research seminar component minimum 12 – 12 credits are allotted and their maximum number is



determined by doctoral student's own requirements. *In case of the doctoral student will be given the opportunity to pass the remedial course from the Master's cycle on statistics or research methodologies topics*" (Programme PhD in Business Administration, p. 3). There is no clear indication in the programme structure that there are CP possible for the additional research seminar or assisting.

Therefore, it is needed to add 6 CP either to learning or research component which could be clearly reflected in the programme structure. Clarification also is needed regarding the "opportunity to pass the remedial course from the Master's cycle on statistics or research methodologies topics" as transfer CP from the lower level of study programme to the higher level of the study programme is not a common practice.

As for the educational programme structure logic, it can be assessed as partly logical, as according to the existing structure, students do doctoral seminars at first and only after it, they start doing an optional course of the research methods in the fourth semester. Students can choose one of the three optional courses: Time Series Analysis Using Eviews, Qualitative Data Analysis with Nvivo and Panel Data Analysis Using Eviews. From the expert group opinion, students should do methodology courses at first and do research component courses only after it (doctoral seminar 1 and 2). Or, it would be better to offer students doing compulsory learning course in research qualitative and quantitative methods at first and then do an optional course in research methods with software

In the programme syllabus, terms of the programme are not clearly stated. In the educational programme column: "Program duration, semester, number of credits" one can find "3-5 years (6-10 semesters) 180 credits". During the interviews, group of experts could not also get clear answer about programme duration and credit allocation according to the semesters. So, program supervisors should determine the programme duration and then distribute teaching and research component according to the prerequisites on the semesters.

According to the previous discussions, programme content and structure only partly provide conditions for reaching program educational goals and LOs. Besides, the programme content and study results only partly coincide with qualification to be given after graduation of the programme.

#### Evidences/indicators

- Meeting with Heads of the Programme
- Curriculum of Doctoral Program for Business Administration
- The syllabuses / concepts of training components of the program
- Concept of Doctoral Thesis,

#### Recommendations:

1. To add academic courses of 6 CP to the study programme structure (educational plan) in order to coincide with the number of total 180 CP of the programme based on the requirements of the third level determined by the National Qualification framework of higher education.
2. To make the programme consistent and logical, in the first semester, the Research Methodology course should be offered as the prerequisite of doctoral seminar 1.

#### Suggestions for programme development:

1. To introduce a course in Contemporary Management research.

#### Best Practices (if applicable):

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

### Evaluation

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

### 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

Every course LOs mainly coincide with the study programme LOs. The content and number of credits of every academic course, coincide with the academic course LOs. Although, the LOs on the programme level don't match with the courses offered. Namely, in spite of the fact, that the list of the educational programme LOs is quite long (19 LOs), there are LOs of some courses that are not listed as the study program LOs. For example, "Time Series Analysis using EViews", "Qualitative Data Analysis with Nvivo program", "Panel Data Analysis using EViews", "Curriculum development and teaching and assessment strategies in higher education". Therefore, LOs mapping is not done properly.

Content, volume and workload of each doctoral programme learning component determines credit numbers and makes component LOs more reachable. Correlation between contact and free hours are adequate and considers course/component character and reaching LOs determined by course/component. Appropriate learning-teaching methods are considered to be in courses/components according to contents and LOs.

Educational programme syllabus teaching material is mainly based on field up-to-date achievements and provides reaching program LOs. Although, the literature listed in study component syllabus for some courses is out of date. For example, publications of 2005-2009 should be revised and renewed.

### Evidences/indicators

- Meeting with academic staff
- Meeting with invited staff
- Curriculum of Doctoral Program
- The syllabuses / concepts of teaching components

### Recommendations:

1. To ensure consistency of LOs of academic course syllabuses with the program determined LOs;
2. To renew the main and supplementary literature of courses: "Time Series Analysis using EViews", "Qualitative Data Analysis with Nvivo program", "Panel Data Analysis using EViews";



Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<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>2.4 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> Doctoral programme is focused on development of doctoral student scientific/research/practical skills. The skills are considered to develop with the help of specific project/task fulfilment and with carrying out research while working on the doctoral Thesis. For instance, in the framework of research method courses, doctoral students' sort, analyze and give codes to the data collected on fields.  It should be noted, that in the framework of the program, 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.
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>• Meeting with academic staff</li> <li>• Meeting with students</li> <li>• Meeting with Alumni</li> <li>• Curriculum of Doctoral Program for Business Administration</li> <li>• The syllabuses / concepts of training components.</li> </ul>
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation



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

## 2.5 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

Relevant teaching-learning methods are selected for each learning component of the programme. They coincide with the academic course content, aims and make the course study LOs reachable. Besides, academic courses use assessment methods, components and criteria, that correspond to the LOs or competence of learning. Namely, written and verbal methods, demonstration method, brain-storming, discussion-debates, individual and group work, case study, modeling/ simulation, reflection, mutual assessment, practical work methods in the laboratory are used during learning-teaching process. Different study methods are used in every component of the programme in the corresponding syllabuses/conception documents.

### Evidences/indicators

- Meeting with students
- Curriculum of Doctoral Program for Business Administration.
- Program Syllabus / Concept.

### Recommendations:

### Suggestions for programme development:

### Best Practices (if applicable):

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

### Evaluation

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

## 2.6. 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 "Argus", doctoral student can get to know with syllabuses and assessment main components and criteria. Students are assessed by the predetermined procedures that are clear and correspond to legislation. Namely, assessment system involves midterm 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. It should be noted, that in the doctoral work component framework student should be assessed by several evaluators.

During the educational process, doctoral students get feedback from academic staff about their achievements and their improvement possibilities. Electronic system "Argus" is used for this purpose that allows students and lecturers to have permanent communication with each other. Besides, there are individual consultation hours (with lecturer and supervisor too) that are agreed at the beginning of the semester with students. Not only can this, in the framework of each component, after midterm assessment, each doctoral student get feedback from the lecturer about his /her work and evaluation given. In case of necessity, rule of active student assessment gives chance of assessment appeal procedures and terms:

### Evidences/indicators

- Meeting with academic staff
- Meeting with students
- Meeting with Heads of study program
- Curriculum of Doctoral Program for Business Administration/ Syllabus
- Choice Environment Assurance System: "Argus" [www.argus.iliasuni.edu.ge](http://www.argus.iliasuni.edu.ge)
- Rules defining the payment for Ilia State University students / evaluation of vocational students, awarding of credits, rating and additional/ repetitive courses / components; Program evaluation criteria.
- *ERASMUS+ CBHE projects: Assessment Tools for new learning environments in higher education institutions ("ASSET"); Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries ("PRINTeL"); Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia ("INTEGRITY")*

### Recommendations:

#### Suggestions for programme development:

1. To formulate the LOs of the Thesis (120 ECTS) to ensure explanation of different levels of evaluation.

#### Best Practices (if applicable):

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

## Evaluation

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

## Programme's Compliance with Standard

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

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

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

#### 3.1. Student support services

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

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

Students and graduates are satisfied with the university's efficient communication, also noted that the university is continuing to distribute different types of questionnaires in the teaching process management system "Argus", where they have the opportunity to participate and express their own opinion. Students and Graduates involvement in the self-assessment group was based on survey that was sent in "Argus". It was also revealed that university administrative and academic staff are actively engaged in student counseling services and students' satisfaction is high as it was revealed about the existing services in the university.

To promote popularization of research different kind of activities are available: proposal submission for getting the external financing, funding participation in the conferences, University-to-university experience exchange programme within the Memorandums signed with partner Universities. It should also be noted that students are actively involved projects, events, conferences and research, and also participating international mobility locally, as well as in internationally.

University has Moodle system, which checks plagiarism, it is one way to prevent the plagiarism and ensure the quality of the Thesis.



**Evidences/indicators**

- Self-evaluation report
- Doctoral program "Business administration"
- Meeting with University administration
- Meeting with Students
- Meeting with Alumni

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

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

**3.2. Master's and Doctoral Student supervision**

Master's and Doctoral students have qualified thesis supervisors.

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

Every Doctoral student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. The students are satisfied with the qualified supervision. They mentioned that there are opportunities to receive consultation and assistance from the supervisors. Students have an ability to have foreign co-supervisors. Graduates mentioned that they are satisfied with the services university offers.

A supervisor conducts consultation with Doctoral students on a regular basis, students mentioned that consultations and meetings are enough for their research work. As a best international practice, the co-supervision could be introduced to ensure the diverse competencies of supervisors necessary for increasing the quality of research.

Iliia State University has elaborated a document defining rights and obligations of the supervisor and the supervision process, with the "Iliia State University Business school Dissertation Board and PhD program regulations".

**Evidences/indicators**

- Self-evaluation report

<ul style="list-style-type: none"> <li>• Doctoral program "Business administration"</li> <li>• Meeting with University administration</li> <li>• Meeting with Students</li> <li>• Meeting with Alumni</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>  1. To introduce a co-supervision to ensure the diverse competencies of supervisors available for increasing the quality of research.
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

#### Programme's Compliance with Standard

Standard	ies with Requirements	ntially complies with requirements	ly Complies with Requirements	ot Comply with Requirements
Student achievements and individual work with them	X			

#### 4. Providing teaching resources

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

##### 4.1 Human Resources

- 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**

As a result of interviews with the university administration and students, there are three Heads of the programme, their functions and responsibilities are not clearly determined. During the interview, they could not give strong arguments to the experts for necessity of existence of three Heads. They stated, that one of them was responsible for management, another for finances and accounting. But, they could not give clear answers how they take decisions, whether they have formal relationship or not (regular meetings, decision taking, etc.). They think, that they are responsible for program development and are mediators to the Faculty board. Keeping in mind that there are only 9 active students, the administration of the program is too bureaucratic.

This is unusual international practice which is usually based on having a person who takes overall responsibility for the program development in cooperation with academic and administrative staff. Therefore, there is a need to reconsider the administration of the program by appointing the Head of the program who takes overall responsibility for program development. In case, if there are 3 study programme Heads, their functions and responsibilities should be clearly allocated. Although, having one Head of the study programme who takes overall responsibility for programme development, would be more reasonable.

Qualification, scientific, pedagogical and practical experience of the represented doctoral program academic staff corresponds to the program aims and qualification to be given by the program. All of the staff members have adequate academic degrees and practical experiences in the field and are professionals that is proved by their biographies and list of publications.

In the process of program implementing there are 14 academic staff members involved. Three of them are professors and 11 associate professors. There are no invited academic staff in the program.

The School of Business has a scheme of workload for every semester for the academic staff involved in the program, which reflects their teaching workload. It is also worth mentioning, that according to the regulation developed by the university, the School of Business has determined its own research and educational evaluation mechanism for the academic staff, which determines the annual responsibilities of the staff with regard to their research and academic activity.

Based on the evidence during the meetings there is a need to select and prepare the list of potential Thesis reviewers to ensure the smooth review and Defense process. As it was mentioned during the meeting with Alumni it took longer time then necessary to find appropriate review for the Thesis.

The School of Business is responsible for administering the program. The School Dean, Deputy Dean, Assistant to Dean, Head of Quality Assurance Service, Experts of Curriculum, Student Coordination Service and Business Relations and Career Planning Center represent the administration and assisting personnel of the School. For the purpose of improving the service related to the planning of the students' learning process, the functions the doctoral Student Relations Service, which advises the students on the study process planning and progress and provides relevant recommendations and advices. In addition, Doctoral students' consulting provided by the Faculty Quality Assurance Department specialists -



Curriculum experts who define the individual curriculum for Doctoral students and facilitate each of them to achieve the learning outcomes of the program.

#### **Evidences/indicators**

- Meeting with Heads of the programme
- Meeting with academic staff
- Meeting with students
- Meeting with Alumni
- Component evidences/indicators including relevant documents and interview results
- Personal files of academic staff and active agreements, which are available in the HR Department;
- Mechanism and methodology of planning of student population of Ilia State University;
- Workload schemes of academic staff, which are available in the Administration of the School of Business;
- Number of academic staff in relation to the number of doctoral students;
- The sample of the labor contract for academic staff;
- Rule on the evaluation of the work performed by academic staff of Ilia State University;
- Statute of the School of Business, which considers the rights and responsibilities of the program supervisor;
- Regulation on the evaluation of the implementation of the program of Ilia State University;
- Regulation and procedures for the elaboration, approval, modification and suspension of educational program of Ilia State University;
- Evaluation criteria for an educational program of Ilia State University;
- Personal files of administrative and assisting staff and active labor agreements, which are available in the HR Department;
- Regulation on conducting a competition for academic positions and employment conditions for academic positions at Ilia State University;
- Announced competitions;
- Applications sent to advertised job openings.

#### **Recommendations:**

#### **Suggestions for programme development:**

1. To appoint a person with overall responsibility for the programme;
2. To attract and select more reviewers to ensure the smooth process of Thesis evaluation and defense.

#### **Best Practices (if applicable):**

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

#### **Evaluation**

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements

☐ Does not comply with requirements

#### 4.2 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

There is evaluation rule of the academic and scientific staff involved in the program which includes particular methods and instruments of evaluation. In particular, this mechanism envisages assessment of the activities related to research and training and the results of the assessment are used for professional development of the personnel, encouraging and promoting them.

The assessment of the performed work ensures the determination of individual contributions to the activity of the University made by the academic staff on the basis of formal and systematic approach, with the purpose of further improvement of teaching and research processes and promotion of constant process of development.

Periodically, satisfaction surveys are conducted for the staff engaged in the program with regard to the services offered by the university. The needs identified as a result of the mentioned surveys served as the basis for planning of the creation of a professional training module related to the evaluation methods and teaching and learning and use of such resources as the projects of Erasmus+.

Besides, the academic staff of the program is provided with different projects, researches, local/international conferences to promote their development. University also helps the academic personnel to participate in academic personnel mobility in the framework of Erasmus+. It involves taking part in conferences/seminars/ lectures at different universities of the world for several weeks.

#### Evidences/indicators

- Regulation on the evaluation of the work of personnel holding academic positions (professors, associate professor, assistant professor, assistant) at the School of Business of Ilia State University
- ERASMUS+ CBHE projects: *Assessment Tools for new learning environments in higher education institutions ("ASSET")*; *Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries ("PRINTEL")*; *Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia ("INTEGRITY")*.

#### Recommendations:

1. To provide training to the academic staff on programme LOs and their reaching, measuring/evaluating issues on a regular basis.

#### Suggestions for programme development:

#### Best Practices (if applicable):

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



## Evaluation

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

### 4.3. 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

University infrastructure and technical equipment provides necessary environment for reaching educational program goals and LOs. Auditoriums are equipped with computers and projectors supplied with internet. Students are provided with computer facilities and library space. There is free *wi-fi* at university building. At daytime students can use university territory, library and auditoriums for independent work. There is a café at university too.

Besides, there are such additional resources necessary for the program implementation as: university academic writing center, computer laboratories/programs (NVivo 10; EVIEWS), Moodle, Turnitin, Argus, university library and electronic bases – Science Direct, Scopus, Clarivate Analytics (former Thomson Reuters), ProQuest, EBSCO; Cambridge Journals, Oxford Journals, Emerald, etc.

#### Evidences/indicators

- Electronic management system for educational processes "Argus" <http://argus.iliauni.edu.ge/>
- University library and scientific databases: <http://library.iliauni.edu.ge/>
- Electronic teaching portal: <http://moodle.iliauni.edu.ge/>
- Agreement on the transfer of Turnitin service license
- Documents confirming the infrastructure, technical equipment and book fund, available at the library and the Material Resources Service.

#### Recommendations:

#### Suggestions for programme development:

#### Best Practices (if applicable):

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

## Evaluation

- ☒ Complies with requirements



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

#### 4.4. 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

Allocation of financial resources anticipated by the school budget is economically feasible and corresponds with the doctoral educational programme requirements. The academic staff involved in the program have also obtained additional funding for research projects, namely state scientific grants allocated for fundamental research of Shota Rustaveli National Science Foundation.

##### Evidences/indicators

- The results of Fundamental Research competition of Shota Rustaveli National Scientific Foundation
- Educational Program Budget.

##### Recommendations:

##### Suggestions for programme development

##### Best Practices (if applicable):

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

##### Evaluation

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

Standard	ies with Requirements	ntially complies with requirements	lly Complies with Requirements	ot Comply with Requirements
Providing teaching resources	X			

## 5. Teaching quality enhancement opportunities

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

### 5.1 Internal quality

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.

As it became evident from the meetings with administrative and academic staff, the programme staff collaborates with internal quality assurance service(s) available at the University and School of Business when planning the process of programme quality assurance. But it could be done on more systemic and systematic level, there is an expertise inside, but there is a need that this expertise is shared on more structured way, meaning formal way thus helping to improve a quality of the program. The reorganization of the programme administration by appointing person who takes overall responsibility for the program instead of 3 Heads of the program would lead to the higher level of programme quality enhancement.

Students been asked to provide the opinion about the program quality, but student's representative was not included as a member of part of the SERGroup.

There are quality procedures and regulations for the development, approval, modification and cancellation of an educational programme used at ISU.

The University internal quality management has to be designed in the way that assure the quality of the programme, starting from the defining clear goal of the program, clear and measurable LOs, ensuring that Learning assessment cycle is efficiently and effectively implemented and results used for program development. the doctoral programme should target the production of analytically rigorous, innovative, and, whenever feasible, practically relevant research outputs in related discipline, to work within an international research context and to demonstrate the ability to function in cross-cultural environments, etc. Based on the evidence collected during the visit and analysis done by peer review team there are stronger efforts needed both from quality assurance administrative staff and both administrative and academic staff involved in the delivering the program to ensure the necessary level of quality of the program. The opportunities to organize doctoral programme around Doctoral school could be discussed among the responsible staff.

#### Evidences/indicators

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

- Program description
- Meeting with employers
- Meeting with students
- Meeting with Alumni
- Meeting with University administration

#### **Recommendations:**

1. The internal quality has to be ensured in on more systemic and systematic level as there is an expertise inside, but it needs to be shared on more structured way thus helping to improve a quality of programme;
2. To provide training for administrative staff on internal quality issues related to the latest concepts in higher education to be able to enhance the quality and monitor its results.

#### **Suggestions for programme development**

1. To include student's representative in the Self Evaluation Group;
2. To ensure the programme development plan around clearly set goals based on SMART approach for the next period to be able to measure the progress;
3. The opportunities to organize doctoral program around Doctoral school could be discussed among the responsible staff.

#### **Best Practices (if applicable):**

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

#### **Evaluation**

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

#### **5.2 External quality**

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

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

The programme utilizes the results of its monitoring. Although due to the reason that the programme is not clearly positioned as the program monitoring is not delivering necessary level external quality outcomes. For example, the program objective, LOs, structure and content, research topics selected by students which been analyzed above by involvement of external partners could be adjusted to the international requirements to doctoral programs in Business and Management.



The involvement of representatives of external partners (or representative of the Board of Advisors) as a members of Self-evaluation team would be at great help to reflect on the issues mentioned above. This could be achieved also through clear administrative structure of the program by appointing a person who takes overall responsibility of the programme and its development. The work has to be done also towards ensuring an international research context thus demonstrating the ability to function in cross-cultural environments. So far there are no international academic/invited staff involved in teaching process.

#### Evidences/indicators

- SER
- Program description
- Meeting with University administration
- Meeting with Self Evaluation group
- Meeting with Heads of the programme
- Meeting with Alumni
- Meeting with Employers.

#### Recommendations:

1. To ensure further internationalization of the programme, thus demonstrating the ability to function in cross-cultural environments.

#### Suggestions for programme development:

1. To ensure involvement of representatives of external partners (or representative of the Board of Advisors) as a members of Self-evaluation team;

#### Best Practices (if applicable):

The Board of Advisers is composed of qualified and leading experts existing in the modern business environment functions in the School of Business, who develop recommendations on the educational components, modules and results and the application of the mentioned recommendations is done with the purpose of increasing the alignment of the program with the requirements of the employment market.

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

#### Evaluation

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

#### 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**

The programme is monitored and periodic reviewed with the involvement of stakeholders through systematically collecting and analyzing information. There is a systemic research delivered to monitor the program results. The results of the research are provided by the internal Quality Assurance system.

The expert's team shares the finding of SER that about the program evaluation that there is a need to involve foreign experts in the program evaluation process and increase the number of potential employers in the program evaluation.

To make evaluation more meaningful, the evaluation has to be conducted not only according to the standards set for doctoral programs based on the National qualification framework, but also according to the international practice for doctoral education in Business and Management based on EQUAL guidelines to consider new perspectives of programme development. There is a need to establish the goals for program development and associated action plan to make evaluation and quality monitoring more effective.

There is a need to apply a benchmarking as a management tool for evaluation and monitoring quality of the program.

#### **Evidences/indicators**

#### **Recommendations:**

1. To develop program development goals and associated action plan to make the evaluation and monitoring more effective;

#### **Suggestions for programme development:**

1. To ensure involvement of international experts in program evaluation process;
2. To deliver program monitoring and periodical review based on the international standards for doctoral studies in Business and Management;
3. To consider the application of a benchmarking as a management tool for evaluation and monitoring quality of the programme.

#### **Best Practices (if applicable):**

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

**Evaluation**

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

**Programme's Compliance with Standard**

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

**Enclosed Documentation (If Applicable)**

HEI's Name: Bia State University

Higher Education Programme Name: Business Administration Doctoral studies

Number of Pages of the Report: 30



### 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

Tatjana Volkova

Name, last name, signature

#### Expert Panel Members'

Gocha Tutberidze

Name, last name, signature

Salome Maludze

Name, last name, signature