Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name

PhD in Management

HEI's Name
Caucasus University

Date(s) of Evaluation
13.11.2018

Report Submission Date
26.09.2018

Tbilisi

November 2018

HEI's Information Profile

Name of the HEI	LLC Caucasus University
Organizational-Legal Form	Limited Liability Company
Type of the Institution	University
ID Number	205050567

Higher Education Programme Information Profile

Name of the Programme	PhD in Management
Level of Education	Doctorate
Language of Instruction	English
Qualification Granted	PhD in Management
Direction	Business Administration
Field	Management
Sub-field	N/A
Qualification Code	0203
Number of Credits	180
Location the Programme is Carried out (street, city/ municipality, campus, postal code, country)	Caucasus University Georgia, Tbilisi, Paata Saakadze str. #1, 0132
Programme Status (new/authorized/accredited)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof. M. Abdul Rauf Wittenborg University, Apeldoorn, the Netherlands
Member (Name, Surname, University/organization/Country)	Prof. David Sikharulidze Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Mrs. Sofiko Guledani (student member) PhD Student, Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**
  PhD program in Management belongs to the third cycle of higher education system and its aim is to prepare researcher, who will possess deep theoretical knowledge and methodological skills necessary to conduct a research. PhD program is oriented to prepare graduates, who will be able to plan and conduct a research independently, to create new knowledge and to develop their best teaching methods and knowledge transfer skills. The program also aims to prepare graduates, who adhere to principles of academic integrity and are able to integrate themselves in the various fields of academic society internationally. PhD in Management program consists of 180 ECTS credits and its duration is 3 years. The graduate of the program will receive academic degree of PhD in Management.

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

  The selected expert panel for this accreditation site-visit visited the CU on Tuesday 13th of November 2018 at the main campus of CU located in the heart of Tbilisi. Before the visit, 12 November Expert panel (Abdul Rauf, David Sikharulidze, Sophiko Guledani) had the meeting at the national center for educational quality enhancement in order to consider SER and prepare questions. Expert panel defined all important and necessary questions which were asked during the interview and helped us to determine the compliance of the programme with accreditation standards. Necessary information and all relevant documents were prepared by the doctoral school and available for the panel's perusal before this visit. The experts' panel received the programme self-evaluation report (SER), the Programme Description document accompanied by detailed syllabi of the programme, documents regarding university services, aacademic regulations including QA, University Statute, and doctoral school statute etc., Agreements with international partners, staff CVs and documentation regarding the academic staff, and other relevant documentation were also available for the expert panel's review.

  On November 13, the expert panel started working from 9:00. Based on the Agenda we had the meeting with the university administration, the self-evaluation team, the head of the programme, academic/invited Staff, PhD students from the doctoral school and representatives of prospective employers and we also had a tour through the institution (facilities) library, classrooms, offices, etc. The site visit went as per plans and the agreed agenda. All participants were very cooperative and willing to participate in discussion in an open and frankly manner. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

  The accreditation visit was well organized. The facilities provided to the evaluation panel were appropriate for the work and enabled a smooth run of the evaluation. The visit was fruitful and contributed significantly to improve the knowledge of the panel necessary for evaluation of the programme. The experts' panel would like to express sincere thanks for the hospitality and cooperation of all participants and their participation in fruitful discussions during the visit.

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

The expert panel based on the evolution of doctoral program suggest the following programme's compliance with the standards. The programme's standard 1, 2, 3, 4, and 5 complies with requirements.

- **Summary of Recommendations**

Regarding standard 2.1 Programme admission preconditions, the panel recommends the following;

Applicants must write a draft research proposal separately in addition to the letter of motivation stating applicant's research interest. However, the selected/submitted topic or draft should have the possibility of a partial/complete revision and changes.

Applicant should also be required to submit two letters of reference and one of them should be an academic reference and the second a professional experience reference (in case of work experience), from a company or organisation at which they have worked considering the academic nature of the programme.

The above mentioned recommendations should be considered by the institution to comply with requirements of the standards.

- **Summary of Suggestions**

According to the self-evaluation report "the program objectives take into consideration requirements of the local and international market, because potential employers of the program alumni were involved in projecting the objectives." The panel finds that it is better to benchmark with specific prospective international employers and to find a precise criterion for local and international prospective employers in order to better provide/develop the necessary and relevant competencies and skills based on this programme.

Considering the course content and information provided in the curriculum, the panel finds that there is less emphasis given to qualitative data analysis in the programme Syllabi and teaching. There should be some clear focus on developing qualitative data analysis skills considering the PhD programme.

Panel finds that this evaluation of the learning outcomes should be structured to make a list of future developments for next cycle of accreditation. The evaluation which will be conducted every year (during PhD dissertation defense) to identify to what extent they cover learning outcomes and what can be done to improve in the program can provide necessary input for the further development of this programme on an on-going basis.

Regarding Applying Knowledge, the second learning outcome "A graduate will be able to plan, carry out and supervise modern and innovative research independently in the subfields of management and to create new knowledge in the areas of Organizational Behavior, Organizational Theory or Leadership." It indeed is good to have a specialised knowledge, but this learning outcome should not be limited to these sub-themes of management only but should cover other management related fields too considering the broad scope for future graduate of this

PhD programme. Although, programme management emphasized during the site visit that they would prefer to keep the learning outcome more specific and specialised.

Regarding Applying Knowledge, the third learning outcome "A graduate will be able to critically analyze, synthesize and evaluate new, complex and controversial ideas and approaches before and during the research process; He/she will also be able to independently make efficient decisions in case of unaccepted circumstances." The panel finds that this learning outcome needs revision/rephrasing to describe the exact learning as controversial suggest a negative connotation and perhaps contradictory might serve the purpose well. Furthermore, it is difficult to measure/assess efficient decision and unaccepted circumstances. This is too broad and vague, requires more precise and specific definitions.

Regarding Applying Knowledge, the sixth learning outcome "A graduate will be able to build upon his/her knowledge of recent breakthroughs and develop new findings and ideas him/herself." The panel finds that this learning outcome needs revision/rephrasing to describe the exact learning as it is vague unless specify 'breakthroughs' in what and what type of new findings/ideas?

Before the completion of PhD dissertation doctoral student is required to participate in academic scientific conference (present conference paper himself/herself) on relevant topic of dissertation. This requires a clear structure and support especially for international conference participations. The panel learned during the site visit that none of the current PhD students of the CU doctoral school attended any national/international conference although they are in the third year of the PhD in Business Administration programme.

Additionally, panel encourages that doctoral school should be arranging any relevant trips for participating in PhD seminar/workshop in Georgia and/or internationally on a formal/informal basis.

The panel suggest that statistical data on students' involvement in scientific research projects lead by university faculty should be recorded to measure progress on this for future analysis and use. The same should be done for scientific paper publications by students including co-authorship.

It would be prudent to setup an annual evaluation system with the PhD students specially to alert them about weak performance on their research work as a warning or an advance evaluation to alert them about a possible negative outcome and it should be indicated in person and in writing. This could prove worthwhile for the quality of the final outcome.

It is suggested that a clear complaint system should be in place to avoid any litigation in case of any negative outcome and complaints from the PhD students regarding any negative outcome or failure in the defense of PhD dissertation.

The academic supervisors should arrange mandatory meetings at the beginning of each semester, where every student should present his/her plan for the semester. This could support students in a systematic way in achieving the best possible performance.

The panel suggests that CU should arrange services of a student psychologist in case one is required by a PhD candidate. It could be done by arranging a contract with an expert psychologist available in the city on as and when required basis without hiring one with a permanent overhead cost.

Students need more information about the number of articles, they must publish in national and/or international journals. Also, it's not clear if it is mandatory to participate in international conferences as mentioned above. According to the interview with 3rd year PhD students, we found out that they were not clear regarding participation in the conference.

Students need more participations in international programmes. The CU cooperate with local and foreign universities that allows the University's academic and invited personnel to participate in international events and other types of formats. It would be better to a structured approach in this regard to facilitate students effectively.

PhD students should preferably have only part-time work during the first year of their study, or they should not work at all considering the fulltime study load during the taught year. They should spend their time primarily on their study which requires fulltime commitment.

It is desirable to have access to other online databases considering the complexity of PhD programme and requirement of resources. It is desirable to enhance the collaboration with some other institutes inside and outside Georgia for this purpose.

It would be desirable that university develop backup plan in case if they did not manage to find a minimum number of qualified candidates for complete academic year.

There is no clear system or structure in place for developing and submitting research funding proposals for national and or international research funding agencies.

It would be desirable to develop a close industry collaboration to fund these PhD students partially or fully for some industry led research projects within the area of Management.

It is desirable to develop a system to assess the quality of the doctoral programme especially the delivery of taught part and the dissertation to ensure not only great student experience but the top quality of submitted dissertations.

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

  The programme structure, content and horizontal/vertical cohesion of the programme including, study load, study progress, assessment types and dynamic delivery methods could become a best practice(s).

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

  N.A.

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 objectives of the PhD program in Management is to prepare researcher, who will possess sound theoretical knowledge and methodological skills necessary to conduct a research in the field of Organizational Behavior and Organizational Theory or Leadership. PhD program is oriented to prepare a researcher, who will be able to plan and conduct a research independently, to create new knowledge and to develop in doctoral students best teaching methods and knowledge transfer skills. The program also aims to prepare graduates, who adhere to principles of academic integrity and can integrate themselves in the various fields of academic society internationally. The objectives of PhD program in Management of Caucasus Doctoral School is in agreement with Caucasus university mission which involves through research-based education and learning preparing competitive, highly qualified, morally accomplished specialists, loyal towards democratic values on both local and international employment market and meeting educational-consultation requirements of the society by preparing specialists equipped with knowledge and professional skills relevant to modern demands. Program objectives appears to be realistic and achievable. The program objectives take into consideration requirements of the local and international market. A market research and discussion with the prospective employers demonstrated the need of qualified graduates in this area which was clear from the discussions with prospective employers during the site visit. However, the prospective employers were not sure about the needed specific competencies and skills and jobs in the professional field. Though the need in academia for the Georgian education is evident. Programme objectives are clear, realistic and achievable and define the set of knowledge, skills and competences the programme aims to develop in the graduating students. They illustrate the contribution to the development of the field and the society and appears to be consistent with the mission, objectives and strategy of the HEI and its doctoral school direction in education and research. They take into consideration local labour market demands, trends of international labour market, including science/field, development needs.

Evidences/indicators
 	
    o   Caucasus University Statute;
    o   Caucasus Doctoral School Statute;

o PhD Program in Management curriculum;
o PhD Program in Management Syllabi;
o Component evidences/indicators including relevant documents and interview results.

Recommendations:

Suggestions for programme development:
o According to the self-evaluation report "the program objectives take into consideration requirements of the local and international market, because potential employers of the program alumni were involved in projecting the objectives." The panel finds that it is better to benchmark with specific prospective international employers and to find a precise criterion for local and international prospective employers in order to better provide/develop the necessary and relevant competencies and skills based on this 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

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   Caucasus doctoral school has furthermore defined following seven programme specific learning outcomes graduates of the PhD programme are to attain: 1. A graduate will possess a deep knowledge including a knowledge of recent scientific breakthroughs in the following areas of Management: Organizational Behavior, Organizational Theory or Leadership. A graduate will also acquire knowledge of quantitative and qualitative research methods, which will enable him/her to produce impactful research publications in the field of management.

2. A graduate will be able to plan, carry out and supervise modern and innovative research independently in the subfields of management and to create new knowledge in the areas of Organizational Behavior, Organizational Theory or Leadership.
3. A graduate will be able to critically analyze, synthesize and evaluate new, complex and controversial ideas and approaches before and during the research process; He/she will also be able to independently make efficient decisions in case of unaccepted circumstances.
4. A graduate will be able to successfully participate in research groups operating in various time zones and spaces utilizing modern day information and communications technologies.
5. A graduate will be able to engage in thematic debates regarding existing knowledge, new research findings and paradigms internationally.
6. A graduate will be able to build upon his/her knowledge of recent breakthroughs and develop new findings and ideas him/herself.
7. A graduate will be able to analyze, research and implement academic and professional integrity.

The programme learning outcomes are clearly represented in an intelligible manner in relation to the targeted scientific research field. The panel has studied the matrix and curriculum maps provided in which the programme curriculum and syllabi are linked with the programme learning outcomes and it has also studied and discussed the connection with the final programme objectives. From its discussions with the management, self-evaluation report development team, programme head and lecturers and studying the course materials and all kinds of assessments, the panel concludes that in general the learning outcomes are in reference with the domain specific competency aims and the Dublin Descriptors. Although all seven learning outcomes of the PhD programme are not precise and specific regarding the outcome-orientation, but the panel concludes that the described learning outcomes of the programme meets the academic state of the art and the required level of qualification to be awarded on completion and to perform in the management/leadership area.

Programme learning outcomes are consistent with programme objectives and focus on the overarching knowledge, skills and/or the sense of responsibility and autonomy defined by the programme content. They are measurable, achievable and realistic to large extent and are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and with the qualification to be awarded as per the Dublin Descriptors. The programme learning outcomes are based on the sector benchmarks developed based on the NQF. Theses outcomes appear to be consistent with employment demands of programme graduates and consistent with the peculiarities of the field and labour market demands. These learning outcomes are developed by involving a good number of relevant programme stakeholders (academic/scientific/invited staff, students, graduates, employers, etc.). Programme head and team made sure that all the stakeholders of the programme are familiar with programme learning outcomes.

As per the documents provided and the information mentioned in the self-evaluation report an effective system is proposed/developed to evaluate learning outcomes that will directly and indirectly assess the programme learning outcomes. According to the self-evaluation reports the students will be informed to what extent they achieved each learning outcome in order for them to be aware of their strengths and weaknesses and be given directions for further development. Panel finds it to be a very useful tool if used effectively but it might not be easy to implement objectively and on a consistent basis for graduates from different years considering the broad and subjective nature of these learning outcomes. The panel finds that the benchmarks for learning outcomes developed for comparing the results with benchmarks might provide useful insights in delivering this programme effectively to achieve not only the programme learning outcomes but also the programme objectives.

As mentioned above, the programme has a defined mechanism for assessing learning outcomes. Programme learning outcomes will be assessed consistently and transparently on a regular basis to ensure graduates attain the described learning outcomes. Learning outcomes assessment system will take into consideration the peculiarities of the field as relevant evaluation forms and methods will be used to enable one to determine to what extent students reached programme learning outcomes. However, panel failed to find any specific information on professional development of the programme staff in establishing, measuring and analysing student learning outcomes. It is clear that the graduating students receive feedback to what extent they achieved programme learning outcomes. However, it is not specified what exact measures will be taken in case of any deficiencies.

Evidences/indicators

- o Caucasus Doctoral School Statute;
- o PhD Program in Management curriculum;
- o PhD Program in Management Syllabi;
- o Programme learning outcomes;
- o Educational programme;
- o Programme objectives;
- o Map of programme objectives and programme learning outcomes;
- o Labour market research and analysis of employers' demands;
- o Documentation certifying the involvement the programme stakeholders in the establishment of programme learning outcomes;
- o Website;
- o Interview results.

Recommendations:

Suggestions for programme development:

- o Panel finds that this evaluation of the learning outcomes should be structured to make a list of future developments for next cycle of accreditation. The evaluation which will be conducted every year (during PhD dissertation defense) to identify to what extent they cover learning outcomes and what can be done to improve in the program can provide necessary input for the further development of this programme on an on-going basis.
- o Regarding Applying Knowledge, the second learning outcome "A graduate will be able to plan, carry out and supervise modern and innovative research independently in the subfields of management and to create new knowledge in the areas of Organizational Behavior, Organizational Theory or Leadership." It indeed is good to have a specialised knowledge, but this learning outcome should not be limited to these sub-themes of management only but should cover other management related fields too considering the broad scope for future graduate of this PhD programme. Although, programme

management emphasized during the site visit that they would prefer to keep the learning outcome more specific and specialised.

- o Regarding Applying Knowledge, the third learning outcome "A graduate will be able to critically analyze, synthesize and evaluate new, complex and controversial ideas and approaches before and during the research process; He/she will also be able to independently make efficient decisions in case of unaccepted circumstances." The panel finds that this learning outcome needs revision/rephrasing to describe the exact learning as controversial suggest a negative connotation and perhaps contradictory might serve the purpose well. Furthermore, it is difficult to measure/assess efficient decision and unaccepted circumstances. This is too broad and vague, requires more precise and specific definitions.

- o Regarding Applying Knowledge, the sixth learning outcome "A graduate will be able to build upon his/her knowledge of recent breakthroughs and develop new findings and ideas him/herself." The panel finds that this learning outcome needs revision/rephrasing to describe the exact learning as it is vague unless specify 'breakthroughs' in what and what type of new findings/ideas?

- o As per self-evaluation report and the discussion with the self-evaluation team the areas of improvement mentioned requires a more specific insight rather
  - Creation of a new team;
  - Developing the best experience."

These areas of improvement are vague, it is unclear which team(s)? Could it be an academic, researcher, supervision, education, or management team or all? It is also not clear what is meant by developing the best experience?

Best Practices (if applicable):

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

Evaluation:

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes	☒			

and their compliance with the programme				

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

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 According to the documents and information provided, admission requirements for the PhD programme are as follows: 1. Master's Degree Diploma or equivalent. An applicant must be a graduate from an accredited higher educational program. 2. Proof of English language proficiency on B2 level or bachelor or master's degree diploma of a program taught in English Language; In case an applicant does not possess above mentioned documents, s/he will have to pass Caucasus Doctoral School admission exam in English Language at B2 level; 3. Passing score in Math test of Caucasus Doctoral School; 4. Motivation letter in English stating applicant's research interests; 5. Two letters of recommendation to Caucasus Doctoral School admission committee (prepared in English Language); 6. Successful interview with Admission Committee of Caucasus Doctoral School. The admission requirements reflect mainly the national legal requirements in Georgia for entry into a PhD programme. For example, regarding the minimum qualification requirements, it does not clarify, if from national or international institute? It was also not clear during the site visit if a master's degree even executive education or master's in arts with hardly any focus on scientific research or applicants should have achieved a master of science in relevant subject areas or an MPhil in relevant fields? Although, only one type of MA is recognised in Georgia, but it would be better to clarify this especially for international applicants. Applicants must write a letter of motivation stating applicant's research interest and submit two letters of references. However, it does not specify any details about these two references whether an academic reference and a professional experience reference, from a company or organisation at which they have worked. Although, motivation letter covers the research interest of an applicant but a draft research proposal on a suggested PhD topic should be a requirement in addition to the motivation letter not as part of this motivation letter as one of the requirements in the admission criteria. Furthermore, they are interviewed by Doctoral School admission committee for intention, motivation and aptitude. We trust that students abroad are interviewed by phone/Skype, whilst students in Georgia are invited to the HEI.

The English language proficiency level requirement does not specifically require any international English proficiency test in case an applicant does not fulfil the B2 level requirements. Applicants from outside the EU must have passed IELTS/TOEFL before their application to the programme is taken into processing. Native speakers from countries where English is the official language, and they have successfully completed their last educational qualifications from an institute where the medium of instruction is English do not have to submit a language certificate. The panel understands that the level of English is always confirmed through an interview for all applicants.

A passing score in Maths is also one of the requirements but there is no preliminary assessment done to judge on the social science research methods skills especially qualitative and/or quantitative data analysis techniques. However, it is not clear if all students submitting an information request to doctoral school are sent an email package of documents that includes information on the application procedure. Additionally, how the final admission decision is communicated to the student whether in writing, through email, with reasons, etc.

Programme admission preconditions take programme characteristics into consideration and ensure admission of the students with relevant knowledge, skills and competences for mastering the programme and programme admission preconditions are logically linked to program content with some exceptions, learning outcomes and the qualification to be awarded. Programme admission preconditions and procedures are consistent with existing legislation. Programme admission preconditions and procedures are fair, public and accessible.

Evidences/indicators

- o Educational programme;
- o Programme admission preconditions (criteria and procedures);
- o Information publicity - methods of spreading information about programme admission preconditions;
- o Website;
- o Doctoral programmes admission commission composition and operating rules;
- o Interview results.

Recommendations:

- o Applicants must write a draft research proposal separately in addition to the letter of motivation stating applicant's research interest. However, the selected/submitted topic or draft should have the possibility of a partial/complete revision and changes.
- o Applicant should also be required to submit two letters of reference and one of them should must be an academic reference and the second a professional experience reference (in case of work experience), from a company or organisation at which they have worked considering the academic nature of the programme.

Suggestions for programme development:

- Regarding the minimum qualification requirements, it does not clarify, if from national or international institute? It was also unclear during the site visit if a master's degree even executive education or master's in arts with hardly any focus on scientific research or applicants should have achieved a master of science in relevant subject areas or an MPhil in relevant fields? It would be better to specify this especially for international applicants.
- A passing score in Maths is also one of the admission requirements but it is suggested that it should include a preliminary assessment on the social science research methods skills especially qualitative and/or quantitative data analysis techniques.

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

2.2 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 Programme is designed according to Caucasus's doctoral school'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 and final qualification to be granted at the end of successful completion of the programme is consistent with programme content and learning outcomes. According to the information provided in the self-evaluation report and meetings held during site visit, PhD in Management program consists of 180 ECTS credits with a duration of the program is 3 years up to a maximum of 4 years. Teaching process is structured around semesters. All teaching components last for one semester. A semester consists of calendar weeks. Each week comprises contact hours, as well as, hours for independent study work. Semester may include 2 or 16 calendar weeks. The number of weeks for each semester is planned individually according to each student cohort. 1 ECTS credit corresponds to 25 study hours that includes both contact hours (lectures, seminars, examinations, etc.) and hours of independent study time. PhD in Management program consists of teaching component (60 ECTS credits) and research component (120 ECTS credits). Program's teaching component includes mandatory seminars and methodological courses (34 ECTS credits), optional seminar (6 ECTS credits) and teaching and assistantship (20 ECTS credits). Doctoral student can choose one of the elective seminars offered by the program. Research component comprises a Dissertation. Before Dissertation doctoral student is required to participate in academic scientific conference (present conference paper himself/herself)

on relevant topic of Dissertation. The program content and courses include current achievements in the field, which is evident from each course syllabus.

Teaching and scientific-research components of the programme (including each individual course) are sequential and logically structured. Programme is structured in accordance with Georgian Legislation and European Credits Transfer System. Program content takes new research findings and modern scientific achievements into consideration. Doctoral degree programmes ensure students to choose elective components of the programme in accordance with the objectives of the educational programmes. All possible stakeholders (academic, scientific, invited staff, students, graduates, employers, etc.) were effectively involved in designing the programme.

In the structure of the student workload the ratio of core subjects, electives and research components are weighted in a balanced manner. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the programme objective. Also, the amount of credit points per semester is evenly spread throughout the study programme. Credit points and workload specifications have been properly implemented. Doctoral school provided detailed course descriptions which are helpful for the students and teaching faculty.

However, the panel was not sure if the structural requirements for the programme, a relative grading and an entitlement to compensation for disabilities regarding students in terms of time and form of examination have been in place. A manageable student workload is ensured in the programme through a suitable curriculum design and a plausible workload calculation as per Georgian and European standards. Also, the number and frequency of the assessments seem to be appropriate, especially since they are spread across the semester, but the panel encourages doctoral school to monitor regularly how students cope with the type of assessment as these appears to be rigidly structured and there could be some possibilities for necessary flexibility.

Educational programme structure and content is clearly one of the strengths of this PhD programme and panel trust that the tight structure might not pose any issues for necessary flexibility normally expected for a PhD programme both from student's research skills and teaching practices point of view.

Evidences/indicators

- Caucasus's Doctoral School's methodology for planning, designing and developing educational programmes;
- Educational programme;
- Programme Syllabi;
- Curriculum map;
- Website;
- Documentation certifying involvement of stakeholders in programme design process;
- Survey results;
- Interview results.

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):
o   The programme structure, content and horizontal/vertical cohesion of the programme including, study load, study progress, assessment types and dynamic delivery methods.

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 Student learning outcomes of each compulsory course are in line with program learning outcomes. The content of each course corresponds to the course learning outcomes. Student learning outcomes of each course are in line with the descriptor of the appropriate level of qualification in the higher education qualification framework. Number of credits allocated for each course (number of contact and independent study hours for students) correspond to the content and learning outcomes of the course. Also, the ratio between contact and independent hours is logical and takes into consideration peculiarities of the course and the number of contact hours and teaching and learning methods (lecture, seminar, research work, etc.) corresponds to the content and learning outcomes of the course. Every learning outcome of each course is assessed. One of the strengths of this programme is the course content and taught programme in the year one of this PhD programme. Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes. Compulsory literature and other reading materials listed in the syllabi correspond to course learning outcomes. Compulsory literature and other reading materials listed in the syllabi are based on the core achievements in the field they take the latest research in the field into consideration and ensure programme's compliance with modern day requirements. The panel finds that it would be better to find latest relevant literature on a continuous basis to keep the courses up to date with the latest developments in this field. Additionally, based on the course content and information provided in the curriculum, the panel finds that there is less emphasis given to qualitative data analysis in the programme Syllabi and teaching. There should be some clear focus

on developing qualitative data analysis skills considering the PhD programme. During site visit the panel was informed that a qualitative data analysis software such as Nvivo is part of one of the courses but panel could not confirm this with the available documents and information provided. PhD student should also deliver mini seminar or guest lectures in other HEIs on visiting scholar basis to enhance their experience on a more comprehensive basis.

Evidences/indicators

- o Educational programme;
- o Syllabi;
- o Curriculum map;
- o Course learning outcomes assessment results;
- o Survey results;
- o Interview results.

Recommendations:

Suggestions for programme development:

- o Considering the course content and information provided in the curriculum, the panel finds that there is less emphasis given to qualitative data analysis in the programme Syllabi and teaching. There should be some clear focus on developing qualitative data analysis skills considering the PhD programme. It would be beneficial to train student with the latest qualitative skills and software such as Nvivo.

Best Practices (if applicable):

- o Appropriate structure of the course content and module descriptors for the taught part of the proposed PhD programme. Considering an effective implementation and delivery it could become an important benchmark for other institutions.

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

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

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

Descriptive summary and analysis of compliance with standard requirements

As per information provided, teaching and assistantship component of the PhD program aims to provide student with the knowledge of pedagogical and research skills. Teaching and assistantship is an obligatory component of this PhD program and it comprises student's involvement in the following fields: 1) teaching assistantship and 2) teaching and/or research assistantship. Teaching and assistantship component aims to provide PhD student with practical skills for teaching and research.

The PhD student shall participate in a scientific conference before defending his/her dissertation on the topic of his/her dissertation (shall present the paper in person). The panel was not entirely sure about a well-structured approach in this regard as this requires a clear structure and support especially for international conference participations to not only guaranteed participation but useful exposure and networking with researchers from similar fields. The panel learned during the site visit that none of the current students of the doctoral school attended any national/international conference although they are in the third year of the PhD in Business Administration programme. The panel was informed during the discussions with the programme management and these PhD students that this is one of the requirement for all PhD programmes in the CU doctoral school (similar to one for the proposed PhD in Management programme by CU doctoral school). The students who met the panel failed to provide any clear reason in this regard. Additionally, panel encourages that doctoral school should be arranging any relevant trips for participating in PhD seminar/workshop in Georgia and/or internationally on a formal/informal basis.

Programme ensures the development of students' practical, scientific research and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes. Programme ensures that students have an opportunity to gain practical skills and/or are involved in scientific research projects that correspond to the level of education and programme learning outcomes. In the framework of a practice component, and/or a scientific research project, a student is supervised by a qualified expert in the field who assesses/evaluates student's work.

The panel suggest that more specific statistical data on students' involvement in scientific research projects lead by university faculty should be recorded to measure progress on this for future analysis and use. The same should be done for scientific paper publications by students including co-authorship.

Evidences/indicators

- o Documentation certifying completed practice component;
- o Relevant agreements/memoranda with economic agents and practical training facilities;
- o Survey results conducted by the higher education institution;
- o Interview results.

Recommendations:

Suggestions for programme development:

o The PhD student shall participate in a scientific conference before defending his/her dissertation on the topic of his/her dissertation (shall present the paper in person). This requires a clear structure and support especially for international conference participations not only for guaranteed participation but useful exposure and networking with researchers from similar fields. The panel learned during the site visit that none of the current students of the doctoral school attended any national/international conference although they are in the third year of the PhD in Business Administration programme.

o Additionally, panel encourages that doctoral school should be arranging any relevant trips for participating in PhD seminar/workshop in Georgia and/or internationally on a formal/informal basis.

o The panel suggest that statistical data on students' involvement in scientific research projects lead by university faculty should be recorded to measure progress on this for future analysis and use. The same should be done for scientific paper publications by students including co-authorship.

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

According to the information provided in the accreditation documents and the site visit, the panel finds, the teaching methods used in different components of the program ensure the learning outcomes envisaged in the program. In the learning process, depending on the peculiarity of any particular course, the following teaching methods are used:

- Verbal comprehension;
- Writing comprehension;
- Discussions/debates;
- Co-operative learning;
- Induction, deduction, analysis and synthesis;
- Explanatory method;

- E-learning.

In case foreign students are enrolled on the program, their cultural differences will be taken into account, individual approaches will be developed in the teaching-learning methods and in the course of consulting and supervising them. Caucasus University has an experience in this respect as it has foreign students on different educational programs of all the three levels of higher education.

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. The logic of the teaching and learning methods is adequate to lead students to the final qualifications. It is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme. The accompanying course materials aligned to the Learning Outcomes are of the required quantity and quality and are available to the students. They appear to be user-friendly and encourage the students to engage in further independent study. The panel encourages the doctoral school to consider bringing in more invited scholars/lecturers with a background in international companies to further promote the employability of their graduates and great student experience.

Teaching and learning methods of each course correspond to the level of education, course content, intended learning outcomes and ensure their achievement. Teaching and learning methods are flexible and take student's individual necessities into consideration. If necessary, individual programme is created and utilized in accordance with the interest and academic readiness of the student. As mentioned above, in case there are foreign students involved in the programme, academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods.

Evidences/indicators

- o Teaching and learning methods;
- o Individual plans;
- o Survey results;
- o Interview results.

Recommendations:

Suggestions for programme development:

- o The panel encourages the doctoral school to consider bringing in more invited scholars/lecturers with a background in international companies to further promote the employability of their graduates and great student experience.

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

As per the information provided, student grading systems differs in teaching and research components of the PhD programme. Teaching component consists of midterm and final evaluations. In teaching component students will be graded on a percentage basis with a 100-score system, which includes 70 points of midterm evaluation and 30 points for the final exam. In the grading system there are established minimal score limits of midterm and final grades. At each step of the studying process student has right to retake the final exam if his/her minimal midterm grade is 41. It was not clear whether it is a right and an obligation at the same time to retake the final exam to get the required pass mark.

Scores in the grading system are distributed according to the following scheme:
The following grades will be considered satisfactory:
- (A) - Excellent – maximum score: 91.00–100.00
- (B) – Very Good - maximum score: 81.00 – 90.00
- (C) - Good - maximum score: 71.00 – 80.00
- (D) - Satisfactory - maximum score: 61.00 – 70.00
- (E) - Sufficient - maximum score: 51.00 – 60.00

The following evaluation will be considered unsatisfactory:
- (FX) - Insufficient – 41.00-50.00 of maximum score, which means that student needs to put more work to pass the subject and is given one more chance to take final exam.
- (F) - Fail – 40.00 or lower of maximum score, which means that student's accomplishment of the course is fully unsatisfactory, and he/she has to take the course again.

Student has the right to retake the final exam according to the administrative deadlines, no less than in 5 days after the final exam grades are published. The re-sit exam score is not added to the initial final exam score. Re-sit exam score is the final grade and will be included in the ultimate evaluation of the studying component. However, the panel finds that it is unclear if it is possible for the students to retake even if their score is above 51 in order to upgrade their grade for a higher mark. Additionally, what score will be counted in case their retake score is below the previously passed score? It would be useful to elaborate this in the assessment rules.

Research component is graded with 100 points, following the rule of unitary evaluation principal. The dissertation is evaluated with the following system:

a) Excellent (summa cum laude) – excellent work;
b) Very Good (magma cum laude) – the work, which completely exceeds the required standards;
c) Good (cum laude) – the work, which exceeds the required standards;
d) Satisfactory (bene) – the work, which meets the basic required standards;
e) Sufficient (rite) – the work, which meets the required standards despite the gaps;
f) Insufficient (insufficient) – insufficient work, which does not meet the required standards, because of important gaps;
g) Fail (sub omni canone) – the work, which absolutely does not meet the required standards.

In case of receiving evaluation defined in "a"-"e" sub-points, doctorate gets doctoral academic degree. In case of receiving evaluation defined in "f" sub-point, doctorate is given a year time limit to represent the emended dissertation.

In case of receiving evaluation defined in "g" sub-point, doctorate loses the chance to represent the same work. It would be beneficial to set-up an annual evaluation system with the PhD students to alert them about weak performance as a warning or an advance evaluation to alert them about a possible negative outcome and it should be indicated in person and in writing.

The students will be given feedback after evaluating educational as well as research component, which will allow them to identify their strengths and weaknesses. The feedback is given by the course head. Student are entitled to appeal the grade (or the point given) in case they disagree with it. It appears to be transparent and complies with existing legislation. Student evaluation is conducted in accordance with established procedures and it is fair to every student, transparent and complies with existing legislation. Evaluation components and methods are appropriate for the courses and their learning outcomes. Evaluators appears to be familiar with modern evaluation methods and they also get professional development opportunities on evaluation methods.

However, panel encourages an on-going in-house training session to embrace with the latest developments in various types of assessments. According to information presented, evaluation forms, components and methods are fair, and known to students in advance and during evaluation, students receive feedback on their strengths and weaknesses, and also, they get informed to what extent they achieved learning outcomes. The panel recommends involving more than one evaluator in the assessment process including external evaluator where possible. Furthermore, the thesis supervisor periodically assesses doctoral student's progress in a structured process. Dissertation thesis defense will be conducted according to HEI's dissertation evaluation and defense procedures with the participation of defense commission. The assessment of PhD thesis will involve external evaluator(s) in the PhD commission which should fulfil the key assessment requirements and can server in achieving quality as per international standards/benchmarks. There are appeal procedure in place in case students want to appeal their grade. Evaluation results will be analysed on a regular basis for the improvement of the delivery of the programme.

Evidences/indicators

- The PhD (Doctoral) Board Statute;
- Evaluation system regulatory document;
- Evaluation forms, components, and methods;

	o Electronic portal; o Doctoral dissertation evaluation and defense regulations; o Dissertation commission composition; o Appeal procedures; o Website; o Interview results; o The curriculum and the syllabi.
Recommendations:	
Suggestions for programme development: o The panel finds that it is unclear if it is possible for the students to retake even if their score is above 51 in order to upgrade their grade for a higher mark for the courses in the taught programme. What score will be counted in case their retake score is below the previously passed score? The panel suggest there should be a clear criterion in this regard. o It would be prudent to set-up an annual evaluation system with the PhD students specially to alert them about weak performance on their research work as a warning or an advance evaluation to alert them about a possible negative outcome and it should be indicated in person and in writing. This could prove worthwhile for the quality of the final outcome. o It is suggested that a clear complaint system should be in place to avoid any litigation in case of any negative outcome and complaints from the PhD students regarding any negative outcome or failure in the defense of PhD dissertation.	
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	☒			

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 PhD students have opportunity to receive enough amount of consultations with their academic advisors and they also contact with administration. There is a study advisor appointed for each student who could be consulted time to time. There are mandatory meetings with PhD students, where every student has a review of his/her dissertation. The students are given systematic and continuous consultation from the lecturer of any corresponding course as well as the school and the University administration. The students are given individual consultations by the School administration. Each learning component envisages consultation hours. There are "International Relations Department" and "Students and Alumni's Service" in this university, which also provide qualified and continuous consultations. Also there are a number of mandatory articles to write and conferences to participate. Caucasus University have stable connections with employers, which could provide research needs. CU Career Center cooperating with employers provides students with information on various vacancies. Programme students are provided with an adequate number of administrative and support staff of appropriate competence. Internal information network and availability of electronic forms of communication allow students to plan their learning process, control and improve academic achievements. PhD students are informed about various local and international projects and events. They also get opportunities to participate in such events.
Evidences/indicators o   PhD programme curriculum; o   Programme Timetables; o   The rule of workload of academic and invited personnel; o   University Web-site.
Recommendations:

Suggestions for programme development:

- o The academic supervisors should arrange mandatory meetings at the beginning of each semester, where every student should present his/her plan for the semester. This could support students in a systematic way in achieving the best possible performance.
- o The panel suggests that CU should arrange services of a student psychologist in case one is required by a PhD candidate. It could might be done by arranging a contract with an expert psychologist available in the city on as and when required basis without hiring one with a permanent overhead cost.
- o Students need more information about the number of articles, they must publish in national and/or international journals. Also, it's not clear if it is mandatory to participate in international conferences as mentioned above. According to the interview with 3rd year PhD students, we found out that they were not clear regarding participation in the conference.

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

As per the information presented to the panel and the interviews with professors and academic supervisors of Caucasus University, the panel trusts that they are qualified to supervise PhD students. As per the information provided in the CVs for the proposed PhD supervisors, they appear to be qualified in the particular subjects, which is appropriate to the dissertation.

The program and the corresponding budget plans provide each PhD student with a qualified supervisor. The supervisor must be qualified in the particular theme in which the dissertation is defended. 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. Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes. However the panel encourages that CU and doctoral school should develop new skills and competencies of their academic staff on a continuous basis in order to achieve a great student experience best quality research output.

The CU cooperate with local and foreign universities that allows the University's academic and invited personnel to participate in international events and other types of formats.

Evidences/indicators
- PhD Supervisors CVs;   - Document for determining the rights and obligations of the supervisors;   - Consultation schedule;   - Results of interview.
Recommendations:
Suggestions for programme development: - Students need more participations in international programmes. It would be better to a structured approach in this regard to facilitate students effectively.   - The CU should improve implementation and application of the students' survey findings after the enrollment in order to further develop/update the programme based on such feedback.   - PhD students should preferably have only part-time work during the first year of their study, or they should not work at all considering the fulltime study load during the taught year. They should spend their time primarily on their study which requires fulltime commitment.
Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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.

Business administration doctoral program is implemented by academic personnel, as well as invited personnel who have scientific, educational and practical experience confirmed by at last 5 years of publishing experience of monographs, textbooks, scientific articles, systematic participation in national and international scientific conferences, training and capacity building activities.

Five academic persons (3 professors, 1 associate professor and 1 assistant professor) are involved in the process of implementation doctoral program. Out of the five academic persons four are affiliated to the university. University is planning to admit 10 doctoral students which is reasonable ration to the number of program's academic personals.

Invited teachers were specially recruited for the needs of the programme by the programme administration team and contributed to its development. The experts' panel had the opportunity to review all CVs of personnel who are involved in program development and implementation.

Moreover, there was an interview session with several members of the personnel who seemed enthusiastic, caring about their subjects, aware of various learning approaches and supportive to the programme implementation. Interview session covered the areas like academic personnel's involvement in program development and implementation; assessment system; scientific components, teaching methods and so on. Thus, based on the interview session and CVs, university ensures to have competent, qualified and experienced academic personnel for the programme.

Director of PhD program has the sufficient knowledge and experience. His qualification is proved by relevant education in the field and scientific papers.

Evidences/indicators

o   Infrastructure of the university
     o   University budget
     o   Interview results with academic and invited staff.
     o   Personal files of the staff
     o   Survey results conducted by higher education institution;
     o   Qualification requirements.

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

4.2 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.
CU has developed system of the evaluating and analyzing of quality of research activities and productivity of academic and scientific personal. Evaluation is implemented by using yearly reports forms and it is used for the professional development of academic staff. There are documents of the results of the staff evaluation which gives us information about staff's participation in the conferences, training courses, research and consulting projects and publishing paper. CU verifies the qualifications of the faculty members by means of an established procedure. Academic and invited staff has sufficient competence in the subjects they are teaching. This was proved by the list of

scientific papers and other publications, participation in the projects and international conferences of academic staff.

Research and development activities are considered in the budget of doctoral program. University created R&D department in order to support the research activities.

Evidences/indicators
- The results of the staff evaluation;   - The results of staff satisfaction surveys   - Utilization in staff management and development;   - Documents for certifying international cooperation;

Recommendations:

Suggestions for programme development:
It is desirable to set some international benchmark standards for selecting faculty especially for the PhD 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

4.3. Material Resources
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
CU has appropriate infrastructure and study facilities for learning and teaching activities. In particular, renovated state of the art historical building in the centre of the Tbilisi, appropriate class rooms with necessary technical equipment and internet/Wi-Fi, library with computer lab, offices with workstations for academic staff and doctoral students.

Doctoral Students have the opportunity to use internet and have access to international electronic resources:

- EBSCO(http://search.epnet.com/)
- Cambridge Journals Online (https://www.cambridge.org/core)
- e-Duke Journals Scholarly Collection (https://www.dukeupress.edu/)
- Edward Elgar Publishing Journals and Development Studies e-books (https://www.elgaronline.com/page/70/journals)
- IMechE Journals (https://us.sagepub.com/en-us/nam/IMeche)
- SAGE Premier (https://us.sagepub.com/en-us/nam/sage-premier)

The Library of CU has an electronic catalogue. The electronic system of the student assessment and learning organization is used to control assessment of students, facilitate student academic performance and study processes. The University web site, which contains educational program catalogues and information about educational processes serves as a tool for providing information to the public. Furthermore, University has infrastructure development plan and according to this, they are planning to expand.

Evidences/indicators

- Library, material and technical resources;
- Technical equipment;
- Documents certifying the possession of infrastructure, technical equipment and library resources;
- Documents certifying involvement in international electronic library database;
- The core literature indicated in the programme is available at the library;
- Documentation certifying engagement in international electronic library network;
- Survey results conducted by higher education institution;
- Interview results.

Recommendations:

Suggestions for programme development:

o It is desirable to have access to other online databases considering the complexity of PhD programme and requirement of resources.
o It is desirable to enhance the collaboration with some other institutes inside and outside Georgia for this purpose.

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.
Financial stability is ensured by program's budget, which is based on income statements and ensures provision of range of resources to assist student learning within the doctoral Degree Program in Management. Financial forecast is based on the following data: • Necessary contact hours for teaching; • The number of teaching courses; • Payroll for teaching hours; • Salary for supervisors; • Material support for students • Administration cost of university; • Cost of program development, accreditation and internationalization. University has also university research funds which serves the effective functionality of programs.
Evidences/indicators o Program budget; o Interview results.
Recommendations:
Suggestions for programme development: o It would be desirable that university develop backup plan in case if they did not manage to find a minimum number of qualified candidates for a complete academic year. o There is no clear system or structure in place for developing and submitting research funding proposals for national and/or international research funding agencies. o It would be desirable to develop a close industry collaboration to fund these PhD students partially or fully for some industry led research projects within the area of Management.
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
Providing teaching resources	☒			

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

All schools of university collaborate with department of quality assurance service in order to evaluate and improve the quality of the current programs based on the using of the results. There are programs implementation rules at the university, which include "Plan-Do-Check-Act" cycle. In each stage there are considered the evaluation results and the analysis on students' evaluation and graduate employment. Internal communication and collaboration with all respective stakeholders are ensured.

During the interviews, the panel has observed that one of the challenges of the QA service is to maintain the quality of research. The academic community is aware of the overall aims of QA processes. Quality monitoring mechanism is in place which implies evaluation of the elements of teaching, learning research process by the students every semester, evaluation of the courses by teaching staff, monitoring of class attendance, and peer review of teachers, especially of newly recruited ones. In addition, students can leave their suggestions or complains unanimously. Evaluation results are considered by the Head of the Department and discussed with teachers. Internal quality assurance unit together with programme staff constantly works on elimination of identified weaknesses. The department of QA have been involved in the process of development of PhD program.

Evidences/indicators

- o   Interview with University Administration
- o   Interview with the SER team
- o   Interview with the Programme management team
- o   Component evidences/indicators including relevant documents and interview results
- o   Review of University Regulation documents

Recommendations:

Suggestions for programme development:

- o   It is desirable to develop a system of assess the quality of the doctoral programme especially the delivery of taught part and the dissertation to ensure not only great student experience but the top quality of submitted dissertations.

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.

QA office and administration of the university uses the results of external quality assurance for development and improvement. University is implementing more than 40 educational programmes. QA office uses the results of accreditation of these programs in order to generalize and then share for schools of the university. The external evaluation by alumni and employers is carried out on a regular basis and in accordance with a described procedure; the outcomes are communicated and provide input for the quality development process. CU has the school development strategy and action plan.

Evidences/indicators

- Self-evaluation report;
- Interview results.

Recommendations:

Suggestions for programme development:

o It is desirable to enhance activities or create a well-structured platform in order to connect with alumni and involving them in programs 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

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.

The department of QA has developed the mechanism of evaluating and improving of education program. All stakeholder (students, employers, alumnus, academic and administrative staff) are involved in the process of development and implementation of the programme. There are programme benchmarking methods at the university. The department of QA is monitoring the teaching process by attending lectures. Students and teaching staff evaluate the courses regularly at the end of the terms. Course evaluation results are used for course improvements.

Evidences/indicators

- o Interview with Head of QA;
- o Interview with SER group;
- o Interview with program coordinator;
- o Interview with academic staff;
- o Interview with employers;
- o Academic/scientific and invited staff teaching evaluation results.

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

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: Caucasus University

Higher Education Programme Name: PhD in Management

Number of Pages of the Report: 37

Programme's Compliance with the Standard

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

Expert Panel Chair's

M. Abdul Rauf, signature

Expert Panel Members'

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Mrs. Sofiko Guledani (student member), PhD Student, Ivane Javakhishvili Tbilisi State University,

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