



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

**Accreditation Expert Group Report on Cluster of Higher Education
Programmes**

Tourism

BA

Tourism and Hospitality Management

PhD

Ivane Javakhishvili Tbilisi State University

Evaluation Date(s)
22-23 May 2023

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Ivane Javakishvili Tbilisi State University
Identification Code of Institution	204864548
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Razaq Raj, Leeds Beckett University, UK
Member (Name, Surname, HEI/Organisation, Country)	Nino Devidze, The University of Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ani Kvatadze, BAU International University Batumi
Member (Name, Surname, HEI/Organisation, Country)	Giorgi Pareshishvili, CAUCASUS INTERNATIONAL UNIVERSITY
Member (Name, Surname, HEI/Organisation, Country)	

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ტურიზმი	ტურიზმისა და მასპინძლობის მენეჯმენტი
Name of Higher Education Programme (in English)	Tourism	Tourism and Hospitality Management
Level of Higher Education	VI Level - BA	VIII Level - PHD
Qualification to be Awarded ²	ბიზნეს ადმინისტრირების ბაკალავრი ტურიზმში Bachelor of Business Administration in Tourism	ტურიზმის დოქტორი PhD in Tourism
Name and Code of the Detailed Field	1015 Travel, Tourism and Leisure	1015 Travel, Tourism and Leisure
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-	-
Language of Instruction	Georgian	Georgian
Number of ECTS credits	240 ECTS Credits	Study Component - 50 ECTS Credits
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accreditation Council Decision #422; 12/9/2011	Accreditation Council Decision #3; 2/1/2012
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-	-

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Tourism	Tourism and Hospitality Management
Level of higher education	VI Level	VIII Level
Qualification to be awarded	BA	PhD
Name and code of the detailed field	ბიზნეს ადმინისტრირების ბაკალავრი ტურიზმში Bachelor of Business Administration in Tourism	ტურიზმის დოქტორი PhD in Tourism
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education⁴		
Language of instruction	Georgian	Georgian
Number of ECTS credits	240 ECTS Credits	Study Component - 50 ECTS Credits
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accreditation Council Decision #422; 12/9/2011	Accreditation Council Decision #3; 2/1/2012

⁴ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme⁵**

The Ivane Javakhishvili Tbilisi State University offers a diverse range of Higher Education (HE) learning experiences. The validation event was to consider the validation of the two educational programs-Tourism (BA) and Tourism and Hospitality Management (PhD) grouped in the cluster serve to develop practical and field-specific skills in the field of Tourism and Hospitality. The purpose of the validation process is to confirm that the programmes of study in tourism leading to a qualification in (BA) and Tourism and Hospitality Management (PhD) meets the requirements and regulations of the EQE laid out in the standards for Validated Awards.

▪ **Overview of the Accreditation Site Visit**

The accreditation visit in Ivane Javakhishvili Tbilisi State University was carried out by the team of experts on 22nd and 23rd of May 2023 and took place according to the pre-developed agenda. Interviews were conducted with Dean and Head of Administration, representatives of the Quality Assurance Office, Self-Evaluation Team, Head of the BA Tourism programme, Head of the PhD Tourism and Hospitality Management, full-time academic and invited academic staff, students, alumni, and representatives of employers.

The outcome of the validation process is based on scrutiny of documentation supplied by university and discussions conducted during the validation event with the institution by the Ivane Javakhishvili Tbilisi State University Validation Panel. At the final concluding meeting, the visiting Panel made preliminary findings and introduced them to the institution.

• **Brief Overview of Education Programme Compliance with the Standards**

The event was to consider the validation of the BA Tourism and PhD in Tourism and Hospitality Management. The purpose of the validation process is to confirm that the programmes of study in BATourism and PhD Tourism and Hospitality Management meets the requirements and regulations. After evaluation of all components defined by the programme accreditation standards.

⁵ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

Standards 1 and 4 is substantially complying with requirements for BA Tourism programme and 2,3 and 5 are complying with the requirements for BA Tourism programme.

Standards 1,2, 3, 4 and 5 are complying with the requirements PhD Tourism and Hospitality Management programme.

▪ **Recommendations**

- The prerequisites to the next components of core and elective courses as followed, Tourism Recreational Resources of Georgia, Agritourism, Cross Cultural Management, Tour Guide Service, Wine Tourism, International Management, Leadership, Tourism and Hospitality Marketing, Law of Tourism, Tourism Planning and Management, Cultural Tourism, Hotel Management and Operations, Resort Management must be identified.
- For ensuring the successful achievement of the aims and outcomes of the BA Program in Tourism the following core courses must be implied in the program curriculum, namely: Project Management in Tourism, Event Management in Tourism/MICE Tourism, Tourism Policy and Regulations.
- Some of the elective courses could be replaced as core subjects, namely: Cultural Tourism, Resort Management, Hotel Management.
- Some of the core subjects could be united that will give the possibility of more credits' availability and flexibility in the program, namely: Introduction to Tourism/Principles of Tourism and Introduction to Hospitality Management/Principles of Hospitality Management, Hotel Management and Operating and Front-Office Management of the Hotel.
- The BA in Tourism Program must be elaborated in accordance with the requirements of the Tourism Sector Document.
- The content of some courses must avoid the crossing of topics, namely: Hotel Management and Operating and Front-Office Management of the Hotel.
- It is recommended to define corresponding language level - B1/1. B1/2, B2/1 instead of scores after the internal English Language Exam.
- It is recommended to be defined the quota/number of courses per lecturer and relevancy among subjects.

- **Suggestions for Programme Development**

- To make sure all sector standards in Tourism are adequately and logically embedded in the both educational programs.
- It is suggested that the programme team should clearly provide detailed Assessment brief to students at the start of the PhD programme. The programme team should clearly discuss and provide scientific-research project plan and improve the ability of a doctoral student to plan research for their final thesis and develop skills to present their thesis to the general public.
- The PhD programme should emphasis on depth of study to support and enhance advanced theoretical knowledge to support students with academic writing at start of the programme.
- University should consider engaging invited teaching staff to understand the Research and professional development activities that informs them of teaching and learning skills.
- Create training sessions for invited staff to embed skills and knowledge of each seminar being delivered by the module team.
- It is suggested to increase involvement of employers during program modification and evaluation processes; Employers have a very general view about program details and are not familiar with the program competencies/program learning outcomes.
- It is suggested for faculty quality assurance members to share the assessment reports more carefully. It means to be sure that all stakeholders have received their individual assessment.
- It is suggested to discuss evaluation results of the program(s) with graduates and employers.
- The learning process management system (LMS) need to be improved to enhance students to learning and support them choosing right modules on the course.
- The program's further successful development, quality and sustainability must be ensured by inviting and involving field-specific professionals - certified by a relevant education adequate to accreditation standards.

- **Brief Overview of the Best Practices (if applicable)⁶**

⁶ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

1. The Panel were assured in their meetings with the Programme Teams that the teaching and learning strategies were similar across modules.
2. Assessment strategy that demonstrates the development of student abilities along with evidence that standards achieved by students. The panel analysed all the assessments are at the appropriate level for each award, with mainly detailed feedback that tells students why they had achieved their marks/grades, and how they could have done better.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation⁷
2. Cluster evaluation⁸

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual

⁷ **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

⁸ **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. 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 to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Panel has considered a wide range of the evidence in programme documents and during their site visit according to EQE standards. The objectives for Bachelor of Tourism and PhD Tourism are clearly specified, realistic and achievable within EQE standards.

The Bachelor of Tourism and PhD Tourism programmes objectives clearly link to the Tourism study and specificities of the programmes. The programmes objectives are achievable with the content of the educational programmes. The programmes learning outcomes, structure, teaching and learning methods and activities developed and applied within programmes. The programmes clearly highlight the contribution it going to make wider society and local Georgian economy.

Description and Analysis –

Programme 1 BA Tourism

The Bachelor of Tourism programme will be preparing graduates to play key role in Georgian economy. Therefore, a programme for the development of the tourism field is included in the description of the programme objectives.

The programme objectives are to develop and deliver very competitive Bachelor of Tourism in the field of tourism to the labour market, who possess necessary competencies, knowledge and skills and contribute to the development of the tourism industry in Georgia.

Programme 2 PHD Tourism

The Panel is pleased to confirm that the objectives of the programme are clearly developed to address tourism studies and are shared with local employers.

The PhD programme learning objectives are clearly developed to address the doctoral programme challenges. The students to formulate an in depth understandings of Tourism and equipped with advanced theoretical knowledge and high pedagogical qualifications in the field of Tourism.

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Programmes modules description and programmes course syllabus (submitted documents and Appendices)
- Meetings with programmes teams during site visit.
- Self Evaluation Report (SER) Bachelor of Tourism and PhD Tourism
- Meeting with students and employers during the site visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

To make sure all sector standards in Tourism are adequately and logically embedded in the both educational programs.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Tourism, BA)

Recommendation(s):

The BA in Tourism Program must be elaborated in accordance with the requirements of the Tourism Sector Document.

Suggestion(s):

Programme 2 (Tourism and hospitality management, Ph. D)

Recommendation(s):

Suggestion(s):

The PhD programme should emphasis on depth of study to support and enhance advanced theoretical knowledge to support students with academic writing at start of the programme.

Evaluation ⁹

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Panel is pleased to confirm that during their site visit and examining all relevant documents that all the learning outcomes across the courses are at the appropriate level and meet the EQE standards.

The Panel is pleased that there are clear assessment criteria linked to the learning outcomes of all the modules and their assessments.

Description and Analysis –

Programme 1 and 2 (Tourism BA, PHD)

⁹ Evaluation is performed for each programme separately.

The Panel is pleased to see during their visit that students were happy and clear about the marking criteria and learning outcomes being assessed of their programmes, which were provided in both courses being validated. It is very clear from Self-evaluation report and further discussion with both courses teams that learning outcomes are clearly being met by the students.

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Programmes modules description and programmes course syllabus (submitted documents and Appendices)
- Meeting with programmes teams during site visit.
- Self-Evaluation Report (SER) Bachelor of Tourism and PhD Tourism
- Meeting with students and employers during the site visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Tourism BA)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

The PhD programme should emphasis on depth of study to support and enhance advanced theoretical knowledge to support students with academic writing at start of the programme

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Panel is pleased to confirm that during their site visit and evaluating enclosed documents and analyzing through the self-evaluation report (SER) learning outcomes are being assessed through teaching and course assessments

The evaluation mechanisms of the programmes learning outcomes clearly met by the programmes by clearly outlining teaching plans and assessments methods that are being applied to both courses teams. The university programmes teams used the various formats to meet the evaluation mechanisms of the programmes learning outcomes. Both courses' teams applied the various assessments methods to assess students' knowledge and learning outcomes being developed duration of each programme

If necessary, description and analysis according to the education programmes

Description and Analysis –

The Bachelor of Tourism programme team showed clear understanding and effectively met the criteria for evaluating learning outcomes.

Programme 2 (Tourism, PHD)

The programmes teams clearly developed learning outcomes for the programs and used target benchmarks have been defined about when and by whom the learning outcomes should be evaluated (Appendix 4a and 4..b).

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Programmes modules description and programmes course syllabus (submitted documents and Appendices)
- Meeting with programmes teams during site visit.
- Self-Evaluation Report (SER) Bachelor of Tourism and PhD Tourism
- Meeting with students and employers during the site visit

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, PHD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In the cluster of educational programs there are united two programs: Bachelor Educational Programme in Tourism and Tourism and Hospitality Management, PHD in tourism.

Programme 1:

The programme is designed according to HEI's methodology for planning, designing, and developing of educational programme, in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. As the Program development is a collaborative process it was confirmed during the site visit interview and in the sessions with academic and invited staff members stakeholders, graduates, students, and employers, emphasizing that their engagement was thoroughly implied in all steps related to program elaboration procedures. The HEI ensures the publicity and availability of the information on the program that as a confirmation comes up in the programme and the website of the Institution. The volume of the programme corresponds to learning site, the content of the program ensures the individuality of the awarding qualification; teaching components of the program are logically organized and simultaneous development of the content is ensured, though the programme structure is partially consistent, substantially complies with requirements as Admission preconditions to the next components are not adequate or requires additional input to some core and elective courses as followed: „Tourism Recreational Resources of Georgia, Agro Tourism, Cross Cultural Management, Tour Guide Service, Wine Tourism, International Management, Leadership, Tourism and Hospitality Marketing, Law of Tourism, Tourism Planning and Management, Cultural Tourism, Hotel Management and Operations, Resort Management”, „ Besides, for strengthening the content and structure of the BA Program in Tourism it is required to imply some courses as the obligatory ones for successful achievement of results, such as: Project Management in Tourism, Event Management in Tourism, MICE Tourism, Tourism Policy and Regulations. Also, some electives courses such as: Cultural Tourism, Resort Management and Hotel Management should be involved as core subjects rather than being elective. In the curriculum of the program there are represented the subjects like: Introduction to Tourism/Principles of Tourism and Introduction to Hospitality Management/ Principles of Hospitality Management, Hotel Management and Operation and Front-Office Management of the Hotel” the content and thematic somehow are crossed and its recommended to unite them.

Programme 2:

The programme is designed according to HEI's methodology for planning, designing and developing of educational program and in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. Academic and invited staff members of the PHD program, stakeholders, graduates, students and employers were actively involved in the elaboration process of the programme aim, outcomes, content and curriculum. During the site visit interviews, the sessions' attendees emphasized the collaborative attitudes and spoke about the findings that were reflected in the program. The HEI ensures the publicity and availability of the information on the program that is presented as in the program and so on the website of the Institution. The volume of the programme corresponds to learning site, the content of the program ensures the individuality of the program; teaching and scientific research components of the program are logically organized, and logical development of the content is ensured, the programme structure is consistent as admission preconditions to the next components are adequate. The programme considers new research findings and modern scientific achievements; Content of the programme depending on the specificity of the field of study and the level of the program envisages key issues of internationalization. Programme content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes.

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Program modules description and course syllabi (submitted documents and Appendices)
- Curriculum map
- Meeting with students and employers during the site visit.
- Activities and components aiming at supporting internationalization of the program
- Website

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Tourism, BA):

Recommendations

- ✓ The prerequisites to the next components of core and elective courses as followed „Tourism Recreational Resources of Georgia, Agritourism, Cross Cultural Management, Tour Guide Service,

Wine Tourism, International Management, Leadership, Tourism and Hospitality Marketing, Law of Tourism, Tourism Planning and Management, Cultural Tourism, Hotel Management and Operations, Resort Management” must be identified.

- ✓ For ensuring the successful achievement of the aims and outcomes of the BA Program in Tourism the following core courses must be implied in the program curriculum, namely: Project Management in Tourism, Event Management in Tourism/MICE Tourism, Tourism Policy and Regulations”
- ✓ Some of the electives courses could be replaced as core subjects, namely: Cultural Tourism, Resort Management, Hotel Management”
- ✓ Some of the core subjects could be united that will give the possibility of more credits’ availability and flexibility in the program, namely, Introduction to Tourism/Principles of Tourism and Introduction to Hospitality Management/Principles of Hospitality Management”,, Hotel Management and Operating and Front-Office Management of the Hotel”

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, PHD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programme 1:

BA in Tourism Educational program is presented by 5 and 10 ECTS. The curriculum of the program does not contain the bachelor theses/project, though it is represented by the internship component valued of 10 ECTS. Number of credits allocated for each teaching course corresponds to the content and learning outcomes of this course; the ratio between contact and independent hours is adequate and considers peculiarities of the course; the number of contact hours correspond to the content and learning outcomes of the course. The learning

outcomes of the academic course of the main field of study are in line with program learning outcomes, though learning outcomes of courses and a program are not formulated according to the Tourism Sector Document and partially correspond to requirements. The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program. Compulsory literature and other teaching and learning resources listed in the syllabus correspond to course learning outcomes, though in the content of some courses there is observed crossing of topics, namely: „Hotel Management and Operating and Front-Office Management of the Hotel”.

Programme 2:

PHD programme in Tourism Educational program is presented by 5 and 10 ECTS. The number of credits allocated for each teaching course corresponds to the content and learning outcomes of the course and ratio between contact and independent hours is adequate and considers peculiarities of the course. The number of contact hours corresponds to the content and learning outcomes; The learning outcomes of the academic course of the main field of study are in line with program learning outcomes. The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course learning outcomes and ensure the achievement of program learning outcomes.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Educational program with enclosed syllabi
- Curriculum map
- Course learning outcomes assessment
- Educational program, teaching materials, databases of international electronic library indicated in the attached syllabi.
- The site visit interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Tourism, BA):

Recommendations

The content of some courses must avoid the crossing of topics, namely: Hotel Management and Operating and Front-Office Management of the Hotel”.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Tourism and hospitality management, Phd)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Programme 1:

The Bachelor of Tourism programme admission preconditions presented in the cluster take programme specifics(characteristics) into consideration and ensures admission of the students with relevant knowledge, skills, and competences. Admission preconditions and procedures of the program are in line with the existing legislation and logically linked to the programme content, learning outcomes, level of education, qualification to be awarded and the instruction language as well. The HEI defines the methodology of planning the student body for the educational program, which considers the specificity of the program and the resources of the institution and ensures the smooth administration of educational processes. Admission of students to the program is following the methodology of student body planning. Programme admission procedures are public and accessible as in the program so as on the website of the institution, though there is not clarified what subjects are exact prerequisites for the admission precondition, also it is recommended that scores obtained by the student after the English Language Exam should be defined according to the corresponding language level - B1/1. B1/2, B2/1.

Programme 2:

The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes; Admission of students to the doctoral educational programme is ensured via rule of commission; Programme admission preconditions and procedures are consistent with the existing legislation; Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language; Programme admission preconditions are fair, public and accessible and it complies with requirements.

Evidences/Indicators

- ✓ Educational program,
- ✓ Website of the institution
- ✓ Document regulating the formation and activities of the Doctorate Admission Commission
- ✓ Student body planning methodology for educational program
- ✓ Site visit Interview results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Recommendations:

Program 1 (Tourism, BA).

It is recommended to define corresponding language level - B1/1, B1/2, B2/1 instead of scores after the internal English Language Exam.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, PHD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The panel was pleased to see that in Bachelor program of Tourism presented in the cluster with mandatory and optional disciplines have clearly been defined by the programme team. The evidence that was presented in the SER clearly highlight with different teaching methods were used by programme team to develop of students' written, practical and transferable skills and supported by practical sessions, seminars, work with working groups and others are integrated into the study course.

If necessary, description and analysis according to the education programmes

Description and Analysis –

Programme 1: (Tourism, BA)

The Panel wanted to understand the quality of the University with potential students on Bachelor of Tourism. It was acknowledged by the senior team that there is a clear strategy from the Senior Management Team on engagement with the local business community to assess local market demands and skills gaps. The evidence provided by the programme team that the Bachelor of Tourism is focused on providing students with research and practical skills along with theoretical knowledge research projects.

Programme 2: (Tourism, PHD)

As for PhD Tourism programme is fully focused on developing in depth scientific-research and practical skills of the PhD students, which was supported by very experienced programme team. The students stated that during their study they have developed thorough scientific and research knowledge to expand and deepen their research skills. The PhD Tourism programme at the initial stage offer students opportunity to develop and improve their knowledge of research methodology of course in a mandatory format.

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Programmes modules description and programmes course syllabus (submitted documents and Appendices)
- Meetings with programmes teams during site visit.
- Self-Evaluation Report (SER) Bachelor of Tourism and PhD Tourism
- Meeting with students and employers during the site visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 2 (Tourism and hospitality management, Ph.D.)

Recommendation(s):

Suggestion(s):

It is advisable that programme team should clearly provide detailed Assessment brief to students at start of the PhD programme. The programme team should clearly discuss and provide scientific-research

project plan and improve the ability of a doctoral student to plan research for their final thesis and develop skills to present their thesis to the general public.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, PhD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Panel was assured in their meetings with the Programmes Teams that the teaching and learning strategies were similar across all modules being taught and researched on Bachelor of Tourism degree and PhD degree.

If necessary, description and analysis according to the education programmes

Description and Analysis –

Programme 1: (Tourism, BA)

The Programme Team assured that all module teams work together in terms of internal verification, internal moderation and marking to ensure that there is standardization across the programme being delivered at the university. The programme team stated that use of core resources to deliver the programme to help support

standardization both in terms of subject content and academic skills support and there is standard module support put in place for all academic staff to use.

It was evident through discussions that the library team has a strong link with the programme team supporting academic skills development, and contextualizing this to the content to the programme.

Programme 2: (Tourism, PhD)

The Panel were assured in their meetings with the Programme Team for PhD Tourism have learning support in place to help students develop their initial research outline proposal and supervisor can help support students who have identified specific learning needs through taught modules and Research project. The academic support includes research techniques, presentation skills, academic writing skills and publishing research papers in international journals.

Evidences/Indicators

- Bachelor of Tourism and PhD Tourism Programmes modules description and programmes course syllabus (submitted documents and Appendices)
- Meetings with programmes teams during site visit.
- Self Evaluation Report (SER) Bachelor of Tourism and PhD Tourism
- Meeting with students and employers during the site visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, PhD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The assessment of students in the study courses of educational programs included in the cluster, in other study and research components is carried out according to the legislation of Georgia and the internal regulations of TSU (the regulation of the study process of TSU). The evaluation system is relevant to the given study course or other study and research component, is derived from their goals and fully evaluates their results according to the principle of transparency and justice.

The student's knowledge assessment system is reflected in the program description, and specific assessment components and methods consider the specificity and content of the study course, correspond to the learning outcomes of this course and are determined by the relevant syllabus. Credit can be used by the student only after achieving the learning outcomes planned by the syllabus, which is evaluated by one of the positive grades provided in the evaluation system. The assessment system provides an equal approach to all students. Assessment forms, components and methods, detailed point distribution is known to students in advance. The academic staff is in contact with the student - informs the student about the evaluation results, the student's weaknesses and strengths. The student can get information about the results of his studies from the learning

process management system (lms.tsu.ge) The student's evaluation can be appealed by the student, in which case the administration of the relevant faculty of TSU will provide a review of the evaluation of the paper/assignment/activity. The appeal allows the student, in case of distrust of the initial assessment, to appeal the assessment, which increases his confidence and support for the educational process.

The assessment includes assessment forms – midterm (one-time or multiple) and final assessment, the sum of which represents the final assessment (51-100 points). The specific share of the minimum competence limit of the student's midterm and final assessment is reflected in the specific syllabus.

The midterm and final evaluation (evaluation forms) includes the evaluation component/components that determine the method/methods of evaluating the student's knowledge and/or skills and/or competencies (oral/written exam, oral/written survey, homework, practical/theoretical work, report, essay, presentation assessment, etc.).

Student assessment includes: assessment of students' activity in working groups, practical classes and seminars; midterm exam evaluation; evaluation of the final exam; to evaluate the presentation; evaluation of the research paper.

Credit is given to the student only if he receives a positive assessment. The evaluation system provides five types of positive evaluation.

Tbilisi State University has an appeal mechanism for the results of the midterm and final exams. The student has the right and may appeal against the assessment. The student should send the appeal statement from the correspondence section via TSU electronic system (<http://lms.tsu.ge/>) under the label “Appealing the exam scores” within 48 hours after announcement of the results of the exam.

TSU has created the structural unit – the examination center in order to make the assessment procedure transparent, objective, and to maximally inform students.

Within the boundaries of own competences, the examination center operates under a power of the legislation of Georgia, University Statute, the decrees of the academic council, individual administrative-legal acts of TSU rector, and the statute of the centre.

If necessary, description and analysis according to the education programmes

Description and Analysis –

Programme 1: Tourism, BA

The BA programme includes professional practice and the system of assessing the student's knowledge in it, is reflected in the professional practice syllabus; the specific components and methods of assessment consider the specificity and content of the study course, correspond to the learning outcomes of this course and are determined by the same syllabus (see the professional practice syllabus, Appendix 1a).

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

For cluster and BA program in Tourism

- The BA program and syllabi (Appendix 1a);
- Mechanisms for evaluating the learning outcomes of the program (Appendix
-
- 5a);
- Order No. 3 of January 5, 2007 of the Minister of Education and Science of Georgia "On the rules for calculating higher education programs with credits". <https://www.matsne.gov.ge/ka/document/view/86122?publication=0>
- Regulation of the educational process of Ivane Javakhishvili Tbilisi State University (Appendix 17.5b) https://www.tsu.ge/data/file_db/academic_orders/772011kod_d1.pdf;
- Instructions for conducting exams https://www.tsu.ge/data/file_db/PR/kodificirebuli_87915.pdf;
- The rule of production of the electronic system of educational process management <https://old.tsu.ge/ge/juridical/orders/r09GB1nmy6bktNC/?p=1>;
- Resolution N37 of the Academic Council of May 13, 2020 on the document of academic integrity policy of Ivane Javakhishvili Tbilisi State University; <https://www.tsu.ge/ka/legalakad/15638>;
- Electronic portal: <https://lms.tsu.ge>;
- Electronic portal: <https://e-learning.tsu.ge>;
- Interviews during the Site visit

Description and Analysis-

Programme 2: Tourism and Hospitality Management, PhD

The syllabi of the Doctoral Educational Programme in Tourism and Hospitality Management provide assessment forms and criteria, considering the specificity of the relevant subject and the defined learning outcomes. The mentioned information is public, open, transparent and available to doctoral students.

The questionnaire for the evaluation of the study course by the doctoral students determines, among other things, how timely the lecturer informs the students of the results of the knowledge assessment and how much he explains the mistakes made in the midterm assessments.

For PhD Programme in Tourism and Hospitality Management

- Educational program and syllabi (Appendix 1.b);

- Student survey questionnaire (Appendix 14.2.b);
- Employer survey questionnaire (Appendix 14.4.b);
- Map of learning outcomes of the program (Appendix 4.1.b);
- TSU Academic Council Resolution #77/2011 (Appendix 17.5b);
- Resolution of the Academic Council of TSU No. 68/2018 - on the approval of the rules for the development of an individual curriculum (Appendix 17.2 b);
- Resolution of the Academic Council of TSU No. 71/2018 - on the approval of the procedure for implementing the educational process of students with special educational needs and disabilities (Appendix 17.3.b).
- TSU electronic portal;
- website of the faculty;
- Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007, "On the rules for calculating higher education programs with credits".
<https://www.matsne.gov.ge/ka/document/view/86122?publication=0>
- Interviews during the Site visit

- Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA program in Tourism)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and Hospitality Management, PhD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA program in Tourism)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and Hospitality Management, PhD)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Student consulting is an important component of university services. The most extensive consulting, which the students of different educational levels of the university receive immediately after enrolling in the university, is planned in the first week of the university. Not only academic staff, but also all relevant and important links of university services participate in it. The current event involves providing students with the most comprehensive and complete information about university services and the latest information in the university space. Students, during one week, at scheduled meetings with representatives of the university and faculty administration, get comprehensive information from the first persons about the services and individual details of the services, which makes it easier for them to receive the information and services they want in a timely and quality manner in the further learning process.

The scientific research and development service operating at the faculty regularly holds local student scientific conferences, information about which is provided to students and, if necessary, offers support to students to participate in it (student scientific conferences are organized by the scientific research and development service at the faculty, scientific journals are published, where students have an opportunity to publish scientific articles after passing qualified reviews. Supporting students' scientific activity is also carried out through individual

meetings and e-mails with employees of the Scientific Research and Development Service. In terms of student services, the main activities are: supporting their individual planning of the educational process; issuing notices/statements and other documents necessary for the students; regular response to student questions (which is done through LMS database and e-mail).

Tbilisi State University offers applicants and students a catalogue of educational programs, which contains information about the educational programs offered by the university, the qualifications awarded, the objectives of the programs, learning outcomes, credits and evaluation system.

Students continuously receive information and consultations on planning of the educational process from heads of the program leaders, TSU administrative units, faculty administration and individual lecturers.

Active work is being led with students regarding plagiarism. Consultations with academic staff, professors, guest lecturers and students are held gradually. A working group has been created at the faculty, which ensures the organization of checking papers for plagiarism. Student services are supervised by the faculty's educational process management service, the functions of which include the following: providing information services to students; program supervisor and the Faculty's Research and Development Service help programme students in their studies and research while choosing the disciplines of the faculty's programme and carrying out other activities.

A student can get counselling regarding employment at the Student Career Development Centre, which also provides support for the student's career development.

For TSU students, the university protects student rights in accordance with the existing regulatory rules, which are known to all students. Student ombudsman regulates the rights of students at TSU.

The student can obtain primary information about the qualification description and structure of the program, the semester grid for the announcement of study disciplines, the prerequisites for admission to these subjects, their weekly lecture load on the website of the university and faculty (in study programs), where the head of the program is also indicated as a contact person.

The Faculty of Economics and Business of TSU also has an electronic system for managing the learning process, which allows all students to create an individual learning plan through their "profile", get to know the grades received in the study courses they have completed, receive current information related to the learning process, etc. From the very first semester, the educational process management service actively works with students, which helps them to plan the study process, explains the study regulations in the university. During the learning process, professors/teachers have written both lecture/seminar and consulting schedules.

All TSU students and academic staff have a university e-mail. All TSU students have a university e-mail. During the educational process, the student has the opportunity to receive the necessary information through electronic correspondence from any lecturer of the course - the contact information (including contact telephone numbers) of those lecturers indicated in the syllabus of each educational course, who lead the lecture course, seminars, working groups, practice, etc. of this or that subject.

Students are constantly provided with information about planned events, announced grant competitions, scholarship and exchange programs, etc. Sh. about. They are also consulted in filling out applications for grant

and scholarship competitions. In this regard, in order to provide consultations to students and academic staff, the employees of the scientific research and development service at the faculty perform, among other functions, the function-duty of searching for grants and disseminating information.

Students expressed their desire to simplify the process of choosing subjects.

During the study period, students can participate in faculty or university competition programs, conferences, studies and other types of events, as well as take advantage of international mobility.

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

If necessary, description and analysis according to the education programmes

Description and Analysis –

Programme 1: Tourism, BA

In addition to the above-mentioned university and faculty support, students of the BA program in tourism receive counseling and support on planning the educational process, improving academic achievements and career development from the administration of the school of tourism and other persons involved in the program.

The School of Tourism ensures the creation of a student-centered environment for the BA program in Tourism and the protection of their rights and legitimate interests. The school organizes various events and encourages students to participate in them. The school receives feedback from the graduates to improve student support measures.

The environment, resources and services available in the school contribute to the effective implementation of the learning process, constantly taking care of its development.

A student receives appropriate counseling and support to plan the learning process and improve academic achievement. It is the school's responsibility to provide information on available counseling and support once the student begins their studies. Regular student feedback from program staff helps improve the teaching-learning process. Informational meetings are held with the school administration as well as with the staff involved in the program immediately after the start of the student's studies. The head of the study course makes a presentation of the syllabus, where the topics of the study course, evaluation forms and other information needed by the students are discussed.

The educational program and syllabi are uploaded to the Moodle platform. Students check their academic achievements on the mentioned platform. <https://elearning.mod.gov.ge/>

In addition, all TSU students use a LMS base (TSU information and learning platform), from which the student has the opportunity, if necessary, to write to the lecturer of the subject, receive feedback from him, and use educational resources. In parallel, within the framework of the program, joint groups of students and lecturers are created in social networks, which additionally provide effective and more frequent and intensive communication.

In addition, program staff and supervisors regularly meet with students and inform them about local/international projects/events, professional and academic development courses, employment-oriented and other ongoing activities.

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

For cluster BA program in Tourism

- Syllabus of study courses of the educational program (Appendix 1A);
- Order of the Rector of the University No.: 40/02-01, 2018-02-26, LSI - Ivane Javakhishvili Tbilisi State University named after Ivane Javakhishvili Tbilisi State University on the approval of the procedure for the production of the electronic system for managing the educational process <https://www.tsu.ge/ge/juridical/orders/r09GB1nmy6bktNC/?p=1>;
- Resolution N100/2020 of the Academic Council of the University of July 22, 2019 on the instruction and approval procedure for the planning, development and development of the integrated undergraduate and graduate educational programs of the Ivane Javakhishvili Tbilisi State University for undergraduate, graduate, graduate medical/dentist and teacher training (Appendix 3a);
- "On determination of the amount and conditions of remuneration (official bonus and allowance) of academic staff (professor, associate professor, assistant professor) of LEPL- Ivane Javakhishvili Tbilisi State University (TSU Academic Council Resolution No. 112, 30.11.213) <https://tsu.ge/ka/legalakad/39779>;
- "On determination of the amount and conditions of remuneration (official bonus and allowance) of the academic staff (professor, associate professor, assistant professor) of LEPL- Ivane Javakhishvili Tbilisi State University" (TSU Academic Council Resolution No. 115, 04.10.2013) <https://tsu.ge/ka/legalakad/40871>;
- Consulting schedule <https://tsu.ge/ka/faculty/346/economikisa%20da%20biznesis%20fakultet/page/sakonsultatsio-ganrigi;სტუდენტური გზამკვლევი> <https://tsu.ge/ka/page/სტუდენტური-გზამკვლევი>;
- Information about the educational program <https://tsu.ge/ka/faculty/none/Economics%20and%20Business%20Faculty/programs>;
- On the establishment of the Credit Recognition Commission at the Faculty of Economics and Business of the Ivane Javakhishvili Tbilisi State University (Dean of the Faculty Order No. 03/29-01, 05.02.2021) <https://tsu.ge/ka/faculty/%E1%83%94%E1%83%99%E1%83%9D%E1%83%9C%E1%83%9D%E1%83%9B%E1%83%98%E1%83%99%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%91%E1%83%98%E1%83%96%E1%83%9C%E1%83%94%E1%83%A1%E1%83%98%E1%83%A1%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/legal/41203>;
- LEPL - Ivane Javakhishvili Tbilisi State University, Faculty of Economics and Business, creation of e-learning management group and e-learning faculty concept project <https://tsu.ge/ka/faculty/%E1%83%94%E1%83%99%E1%83%9D%E1%83%9C%E1%83%9D%E1%83%9B%E1%83%98%E1%83%99%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%91%E1%83%98%E1%83%96%E1%83%9C%E1%83%94%E1%83%A1%E1%83%98%E1%83%A1%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/legal/11176>;
- Anti-plagiarism commission at Ivane Javakhishvili Tbilisi State University Faculty of Economics and Business

<https://tsu.ge/ka/faculty/%E1%83%94%E1%83%99%E1%83%9D%E1%83%9C%E1%83%9D%E1%83%9B%E1%83%98%E1%83%99%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%91%E1%83%98%E1%83%96%E1%83%9C%E1%83%94%E1%83%A1%E1%83%98%E1%83%A1%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/legal/41171>;

- News of the Faculty of Economics and Business <https://tsu.ge/ka/faculty/123/economikisa%20da%20biznesis%20fakultet/news>;
- Legal directory of the Faculty of Economics and Business <https://tsu.ge/ka/faculty/763/economikisa%20da%20biznesis%20fakultet/legal>;
- Faculty of Economics and Business, study schedule; [https://tsu.ge/ka/faculty/346/faculty of economics and business](https://tsu.ge/ka/faculty/346/faculty%20of%20economics%20and%20business)
- Student service center <https://tsu.ge/ka/page/studenta-service>;
- Center for Student Services and Career Development <https://tsu.ge/ka/student-work>;
- University website (student projects, etc.) - <https://cutt.ly/8OQAsQW>
- Resolution N71/2018 of the Academic Council of the University of February 19, 2018, "On approval of the procedure for implementing the educational process of students with special educational needs and disabilities"; <https://www.tsu.ge/ka/legalakad/15980>;
- Resolution N68 of February 19, 2018 of the academic council of the university "On approval of the rules for the development of an individual curriculum": <https://www.tsu.ge/ka/legalakad/15977>
- Resolution N25/2018 of the Academic Council of February 5, 2018 - "On creation and regulation of the auxiliary educational unit of Ivane Javakishvili Tbilisi State University - Student Counseling Center": <https://www.tsu.ge/ka/legalakad/15930>;
- Psychological counseling and training center: <https://www.facebook.com/TSUpsy/>; www.tsu.ge;
- Interviews during the Site visit

Description and Analysis-

Programme 2: Tourism and Hospitality Management, PhD

The head of the Doctoral Education Programme in Tourism and Hospitality Management is responsible for providing complete information to the doctoral student about the program curriculum. The mentioned functions are defined by the minimum standard of doctoral studies of TSU (Resolution on the approval of the minimum standard of doctoral studies, Resolution No. 245/2018. December 27, 2018) and Doctoral regulations of the faculty (Resolution No. 75/2019 - SSI - Ivane Javakishvili Tbilisi State University Faculty of Economics and Business, Resolution No. 75/2019. June 17, 2019), <https://www.tsu.ge/ka/legalakad/15815>)

The doctoral student can obtain primary information about the qualification description and structure of the program, the semester grid for the announcement of study disciplines, the prerequisites for admission to these subjects, and their weekly lecture load on the website of the university and the faculty (in study programs), where the head of the program is also indicated as a contact person.

In terms of administrative support for doctoral students, it is worth noting the Scientific Research and Development Service, whose functions are defined by the regulations of the Faculty of Economics and Business; the public relations service operating at the faculty, which conducts its activities in accordance with Article 22 of the faculty's regulations and its functions include such areas of interest for doctoral students as public relations, coordination of international projects and promotion of employment. For this purpose, it is coordinated with the relevant services of the Central Administration of TSU.

To obtain the necessary information, the doctoral student is assisted both on the TSU website and on the social network created by various structural units, where the notes, wishes and comments posted by the students are

constantly monitored and page administrators respond to them. The received information is reported to the relevant structures for the purpose of response. and the decision made - to the doctoral student. Additionally, comprehensive regulations have been placed on the website of the Faculty of Economics and Business: Management of the learning process (regulations) (<https://www.tsu.ge/ge/faculties/economics/sasprm/>), which makes it easier for students to get relevant information quickly and on time

Evidences/Indicators

For PhD Program in Tourism and Hospitality Management

- Educational program and syllabi (Appendix 1.b);
- Faculty of Economics and Business. Program catalog. www.tsu.ge/ge/study/catalogue/
- TSU rector's order No: 40/02-01, 2018-02-26,
- LEPL- Ivane Javakhishvili Tbilisi State University regarding the approval of the production rules of the electronic educational process management system <https://www.tsu.ge/ge/juridical/orders/r09GB1nmy6bktNC/?p=1>
- Regulations of the Faculty of Economics and Business https://www.tsu.ge/data/file_db/economist_faculty/debuleba_18957.pdf;
- Doctoral Statute of the Faculty (Appendix 11.b);
- TSU minimum standard for doctoral studies (Appendix 11.b)
- Interviews during the Site visit

Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (BA program in Tourism)

Recommendation(s):

Suggestion(s): Simplifying the technical process of choosing subjects in BA program;

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA program in Tourism)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (PhD Program in Tourism and Hospitality Management)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master’s and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

If necessary, description and analysis according to the education programmes

Description and Analysis -

PhD Programme in Tourism and Hospitality Management

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

The doctoral student is in constant contact with the supervisor, who has the appropriate qualifications for the topic. The qualifications of the personnel involved in the implementation of the program fully correspond to the needs of the supervision of doctoral students.

The issues related to the implementation of doctoral education programs at TSU, the learning and research component, enrollment and studying at the Doctorate, thesis submission, defense and evaluation, and the award of PhD academic degree are regulated by the minimum standard of doctoral studies at TSU. This is the very document that determines the issues related to the doctoral student's scientific supervisor, his/her qualifications and functions. In particular, the scientific supervisor of the doctoral student must have an academic degree of a doctor, research experience in the scientific field related to the topic of the doctoral student's dissertation, and relevant publications. The scientific supervisor controls the implementation of the individual study and research plan of the doctoral student.

The scientific supervisor, in case of refusal supervision, at any stage of studies, submits a justified statement to the dissertation council. A doctoral candidate may have more than one supervisor. The faculty council makes a decision on the appointment of more than one scientific supervisor.

The doctoral candidate designs an individual study plan in agreement with his scientific supervisor, the head/supervisors of the relevant doctoral program. The latter depends on the specificity of the doctoral candidate's dissertation, the relevant field and doctoral program, the faculty's academic potential and material-technical base. The qualifications of the personnel involved in the implementation of the program fully correspond to the needs of the doctoral student's guidance. According to the statistics available at the current stage, doctoral students are guided by both academic and invited staff.

The personnel involved in the program constantly carry out anti-plagiarism consultations in their practical activities and within the framework of the mentioned program. The TSU Code of Ethics defines the inadmissibility and unacceptance of plagiarism by the academic community and students.

According to the TSU Code of Ethics, "quoting someone else's work or statement without citing the source - plagiarism" can be considered inappropriate and unethical behaviour for a student. In addition, according to TSU's minimum standard for doctoral studies, a doctoral candidate may be terminated for "proof of plagiarism or data falsification." Plagiarism detection software and plagiarism prevention services are implemented.

In particular, the "Turnitin" program was purchased and integrated into the Learning Management System (LMS). The information technology (IT) service of TSU is involved in the mentioned component. In addition, software trainings (Moodle, Turnitin) were conducted for students, academic, invited, scientific, administrative and support staff.

**Data related to the supervision of master's/ doctoral students
PhD Program in Tourism and Hospitality Management)**

Quantity of master/PhD theses	1
Number doctoral students	12
Ratio	0.3

Evidences/Indicators

- CVs of the staff (Appendix 5.b);
- Resolution No. 245/2018 - on the approval of the minimum standard of doctoral studies, Resolution No. 245/2018. December 27, 2018 (Appendix 11b);
- Resolution No. 75/2019 - LSI - on the approval of the doctoral program of Ivane Javakhishvili Tbilisi State University Faculty of Economics and Business, Resolution No. 75/2019. June 17, 2019 (Appendix 11b); <https://www.tsu.ge/ka/legalakad/15815>
- Resolution No. 116/2018 - LSI - on the approval of the regulations of the Ivane Javakhishvili Tbilisi State University Dissertation Council. April 30, 2018 (Appendix 17.6.b);
- TSU Code of Ethics https://tsu.ge/data/file_db/iuridiuli_cnobari/etika_09.pdf;
- Copyrighted/protected dissertations posted on the website: http://press.tsu.ge/ge/net_editions/xj-niq8km-r9euks3/kgpcdgffahjaepoe/.
- Results of the doctoral students' survey(Appendix 14.2.b).
- Interviews during the Site visit

- Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):
.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master’s and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (PhD Program in Tourism and Hospitality Management)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA, Tourism)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (PhD, Program in Tourism and Hospitality Management)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the 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. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Programme 1:

The academic and invited staff members implementing BA programme in Tourism are engaged in the program in accordance with the legislation and internal regulations of the HEI. The number of academic/scientific/invited personnel at the program is adequate with regard to the number of students; Programme students are provided with an adequate number of administrative and support staff with appropriate competence; Qualification of administrative and support staff is consistent with their functions. Program staff consists of some qualified persons, who have necessary competences in order to help students to achieve the program learning outcomes, to some extent the qualification of personnel (Tourism Sector) is the matter of concern. According to the attached HR documents and interview results some of academic or invited staff members are not certified by relevant education in the field/field specificity, that is one of the target approach

of the accreditation standards, on the other hand in the same standard there is stated that if the qualification of academic/scientific staff is proved by scientific papers written during the past 5 years (monograph, textbooks, scientific papers published in peer-reviewed journals, etc.; in arts field- creative/performance projects) and/or practical project” could be implied as the confirmation of relevance, though in considering such cases it is disputable how they are able to achieve the successful implementation of the learning outcomes of the program and academic requirements, another issue is also when per one lecturer there is assigned more than 3 subjects, like 4 or 5 or 6 subjects. The Heads of the Programme are personally involved in program assessment and development, program implementation, student advising, in various events planned within the programme and possess practical experience, though is not certified by relevant education in the field whereas the programme is implemented on the faculty of Business.

Programme 2:

The Programme 2 PHD in Tourism in cluster is implemented by the staff of qualified persons with necessary competences to achieve the programme learning outcomes. The personnel implementing the program are engaged in the program in accordance with the legislation and internal regulations of the HEI and their qualification is in compliance with qualification requirements and functions. The number, workload and turnover of program academic/scientific staff ensures the sustainable implementation of the educational process and proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to the personnel ensure program sustainability. The number of Doctoral students corresponds to the workload of their supervisors; The Head of the Programme possesses necessary knowledge and experience required for programme elaboration according to the level of the programme. The Head of the Programme is personally involved in programme assessment and development, programme implementation, student advising, in various events planned within the programme. Programme students are provided with an adequate number of administrative and support staff with appropriate competence.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated staff
Total number of academic staff	47			45
- Professor	9			9
- Associate Professor	27			27

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	6			6
- Assistant	4			4
Visiting Staff	32			
Scientific Staff				–

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- University Regulations
- Personnel qualification requirements
- Personal files of the staff/ CV of the personnel involved in the implementation of the program.
- Information on publications
- University Website
- Qualification Documentation
- Academic, scientific, invited staff workload scheme.
- The turnover index of the academic/scientific/invited personnel.
- Electronic Material
- Site Visit Interview results
- Description of the work process/ Job description of the program head
- Students Survey Results
- Internal Quality Insurance Mechanism

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Recommendations:

Program 1 (Tourism, BA)

It is recommended to be defined the quota/number of courses per lecturer and relevancy among subjects.

Suggestions:

Program 1 (Tourism, BA)

Program's further successful development, quality and sustainability must be ensured by inviting and involving field-specific professionals - certified by a relevant education adequate to accreditation standards.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, level)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Program 2: Tourism and Hospitality Management, PhD

The Panel were keen to discuss staffing with the Senior Management Team to ensure that the Doctoral students have qualified supervisor/supervisors. The students of doctoral programme are supervised by the qualified supervisor/supervisors in Tourism and Hospitality Management. The students are guided by 1 professor and 4 associate professors, who are highly qualified specialists in the field, have relevant publications, research projects, participation in scientific conferences, which is confirmed by the documentation showing their activities. The Panel were satisfied that the staff who are supervising the students are very experienced.

The panel are satisfied that staff members who are involved in the implementation of the programme are fully in line with the needs of the supervision of doctoral students. It was quite clear from the staff and students' meetings that doctoral students do receive additional consultations from the academic staff of the faculty involved in the implementation of the programs. Finally, the programme team also mentioned how they are available for upskilling opportunities and do attend international conferences and industry events. Also publish in journals articles to enhance their knowledge.

The Panel made no Conditions or Recommendations in this area.

Programme 1 (name, level) ¹²			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹³	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5		

¹² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹³ These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	1		
- Associate Professor	4		
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Phd)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programme 1 And Programme 2.

The HEI fosters professional development of the academic, scientific and invited staff. It fosters their scientific and research work as it is envisaged to systematically, regularly and effectively create a training system and professional development opportunities for all types of university personnel academic and scientific staff, including programs' heads, supervisors of doctoral students. The HEI provides necessary conditions whether they are material or financial resources for fostering scientific, research activities. Moreover, the HEI promotes participation of academic, scientific staff, including Doctoral students' supervisors in international projects, research, and conferences.

The HEI conducts the evaluation of staff of both programs in cluster and analyses evaluation results on a regular basis. The HEI conducts, analyses and actively utilizes the results of the evaluation of the program staff and staff satisfaction surveys; The evaluation of academic, scientific and invited staff includes evaluation of their teaching and research work, as well as evaluation of their performing activities; Evaluation results are used for the professional improvement of academic, scientific and invited staff and if necessary, effective measures to implement various trainings or workshops are planned with the organization of the career development service, the human resources service and the training center, which helps professional development of academic and visiting staff. The HEI also provides training to staff involved in the programs to make effective use of e-learning / distance teaching and learning / assessment methods as needed. University employees were directly involved in the process of developing the assessment procedure, the procedure was based on their opinions and recommendations. Evaluation results are considered when promoting and using the staff supporting mechanisms. For both programs in cluster, evaluation is carried out on research, scientific-educational activities of the staff and by a survey of students that are submitted the results are summarized and analysed by the quality assurance service and in case of negative feedback necessary steps are taken to

eliminate the shortcomings found during the analysis of the results of the student survey and scientific research activities. The HEI takes care of the scientific development of the academic staff - financially encourages to publish scientific articles on behalf of the university in international refereed journals, as well as participate in international scientific conferences, create books and manuals.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- The results of the staff evaluation and satisfaction surveys
- Interview results.
- Events for professional development of the staff
- Mechanisms for fostering scientific and research work.
- Data on staff involvement in international and local activities organized by HEI.
- Results of the Survey conducted by the HEI.
- Documents for certifying international cooperation.
- CV of the personnel
- University Website Site visit interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

- University should consider engaging invited teaching staff to understand the Research and professional development activities that informs them of teaching and learning skills.
- Create training sessions for invited staff to embed skills and knowledge of each seminar being delivered by the module team.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Phd)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

Programme 1 And Programme 2.

Educational programmes (Programme 1 BA in Tourism and PHD in Tourism) grouped in cluster is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving program learning outcomes. Programs grouped in a cluster are provided with library, material, laboratory, informational and digital resources of appropriate number and quality required for achieving objectives and learning outcomes of the programs grouped in a cluster. The HEI takes care of updating the library, material, information and digital resources of the program. The library keeps all the core or additional literature indicated in the syllabi, besides other teaching materials (including electronic resources), that ensure the achievement of program learning outcomes.

Modern scientific periodicals, digital resources and international electronic library databases are available for the personnel and the students. The students are informed about the databases and know how to utilize them, that enable the students to become familiar with the modern scientific breakthroughs in the field and achieve program learning outcomes. The staff and students engaged in the program are provided with appropriate resources when using teaching/learning/assessment methods in the electronic /distance methods in the

educational process. The university has created a suitable environment for learning and research. Auditoriums are equipped with appropriate inventory and information and communication technologies, computers with appropriate software and projectors, which allows for smooth conduct of the educational process and, if necessary, practical training for both programs in cluster.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
 - Library, material, information, and digital resources
 - Ratio of technical devices to the number of students
 - Access to international electronic library database
 - Compliance of library books with core and additional literature of the program
 - Indicators of access to international electronic library databases

Visit site Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

The learning process management system (LMS) need to be improved to enhance students to learning and support them choosing right modules on the course.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Phd)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5. 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 the programme needs.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The budget of the undergraduate and post graduate programmes of tourism is a part of the central budget of the institution, where the costs of the following areas are included in the spending part:

- promotion of academic staff's scientific-research activities and internationalisation of research.
- improvement of learning resources.
- scholarships and benefits for students.
- support of scientific research activities.
- Funds provided for staff development activities during the year.
- financing of student activities.
- Development of technological services.
- Costs required for internal and external evaluation, etc.

During the interviews with senior management, it was mentioned by the administration that the institution diversifies various sources of income and does not depend only on the payment of students' tuition fees, on the contrary, it offers various financial benefits to the students. During the interviews, the academic and visiting staff of USD mentioned that USD finances them both for professional development and various scientific activities, and with the funding of the institution, they are given the opportunity to be fully involved in the processes.

In addition, it should be noted that the structure of expenses to be borne by the institution is well broken down in the presented budget, although it would be good if the structure of incomes were also presented in a detailed

form. The mentioned fact would obviously give us the basis for more analysis about the sources of financial support of the program.

Description and Analysis –

Programme 1 and 2 (Tourism, BA, PHD)

The range of expenses provided for in the budget of the institution covers the range of needs to be met by both the institution and the programmes. It takes into account both the development of educational processes and academic staff, the costs of scientific research activities, student needs and the development of infrastructure.

Evidences/Indicators

- 2023 budget of "TSU".
- Interview with the Senior management team, representatives of the administration.
- Interview with the academic staff and invited staff implementing the programmes, with the students of the programmes.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Phd)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Tourism)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (PhD, Tourism and hospitality management)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Tbilisi State University has an efficient quality assurance department, which is involved and coordinates the processes of planning, development and/or development and modification of an educational programs.

Internal and external quality assurance mechanisms operate at Tbilisi State University. Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programs; the mechanism of evaluation of the achievement of learning outcomes of educational programs; mechanism of evaluation of the learning process of educational programs; Evaluation mechanism of academic/invited staff of an educational programs.

In the self-evaluation document presented by the institution, it is indicated that the quality assurance department works according to the general university PDCA principle: P (plan) - planning; D (do) implementation; C (check) - checking; A (act) – response; The quality assurance department carries out its own activities based on University autonomy, inclusion and academic integrity principles, considering

academic freedom and diversity, permanent communication and accountability with internal and external stakeholders exchange of information, mutual sharing of best experience and based on a critical analysis of important issues.

Planning/development/modification of the educational programs at the faculty and ongoing evaluation/development of educational programs is done according to pre-established rules and in accordance with the procedures, as well as pre-developed and approved criteria and indicators. Making changes in the educational program are being carried out in accordance with the rules established for approving the program.

The mentioned regulation implies the involvement of all interested parties of the university in the process of development of educational activities. The program is approved step by step: The program is discussed at the meeting of the committee of the relevant direction; The program is approved by the faculty council. When presenting to the Council, it is accompanied by the program the conclusion of the quality assurance office of the faculty; The program will be monitored by the University Quality Assurance Department and it will be submitted to the University Academic Council for review and approval.

It should be noted that the modification and preparation of the tourism BA and PhD programs for cluster accreditation was carried out in cooperation with the Faculty quality assurance office and the program implementing staff. At the interview, the staff mentioned the support of the quality assurance office in this process.

The members of the self-evaluation group had undergone trainings that were organized by the National Center for Educational Quality Enhancement and University Quality Assurance department. Topics of trainings were: national framework of qualifications, fields of study and qualifications; formation of learning outcomes; evaluation of learning outcomes; Preparation of self-evaluation report.

The self-evaluation process was carried out in several stages: TSU quality assurance department provided by the needed information the Quality Assurance office of the Faculty of Economics and Business, as well as the heads of the program about updated standards for cluster accreditation of educational programs. The self-evaluation group was introduced to the accreditation of higher education programs, self-evaluation report form. Preparation of the programs and self-evaluation document was parallel processes. Both processes were carried out with the internal quality assurance mechanism operating in the Tbilisi State University. The mechanism is regulated according to the Academic council resolution N16/2020, based on which the planning and development of the educational programs is an open, transparent and collaborative process in which all stakeholders are involved.

However, it should be noted that employers are less aware of the content of the program and the changes made in the program. During interviews with expert panel, employers had no insight into the program's existing strengths and areas for improvement, and only had a general perception of the program, which made them question their actual involvement.

Modification of the educational programs and preparation of the programs self-evaluation report is a collaborative process, in which academic staff, administrative staff, students, graduates, as well as employers should be equally involved.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Cluster Self-Evaluation Report;
- Interview results;
- BA program of Tourism;
- PhD program of Tourism and Hospitality Management;
- Quality Assurance department statute;
- Evaluation forms;
- Evaluation results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: It is suggested to increase involvement of employers during program modification and evaluation processes; Employers have a very general view about program details and are not familiar with the program competencies/program learning outcomes

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Tbilisi State University admits authorization and accreditation as an external quality assurance mechanism carried out by the National Center for Educational Quality Enhancement. If necessary, peer evaluation (by Georgian and/or foreign colleagues employed in other higher education institutions), will be used to improve the program. In quality assurance processes, the university takes into account the European standards of higher education, which is the common framework for ensuring the quality of higher education at the European level, itself, it ensures the recognition of the education of the university students and their mobility both within and outside the country and increases public confidence to the university.

Accordingly, BA program of Tourism was evaluated by the Catholic University of Lille (France) by professor. Tourism and Hospitality Management, Ph. D program was positively evaluated by the professor of the University of Chieti-Pescara (Italy). Tbilisi State University provided the mentioned external evaluations as an evidence. During the interview, members of quality assurance office discussed the readiness of the international partners to be involved during evaluation processes. Based on self-evaluation document it is also visible that external quality evaluation part is strongly related to University internationalization policy which guarantees University to have international peer evaluators.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Cluster self-evaluation report;
- BA program of Tourism;
- Ph. D Program of Tourism and Hospitality Management;
- Interview results;
- Results of External Evaluations;
- Protocols.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Tourism and
hospitality management,
Ph.D)

✓

□

□

□

5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programme monitoring and periodic evaluation is conducted under the guidance of quality assurance department representatives. The implementation of the educational programs of the faculty is evaluated by the faculty and University Quality Assurance offices in coordination with each other. The process of evaluating the implementation of the educational programs are based on the following participants: a) students; b) academic and invited personnel c) potential employers; d) Graduates of the program and other stakeholders.

Based on cluster self-evaluation document and interviews with expert panel it was clear, that all participants more or less were involved in the evaluation of educational programs.

Students are participating in the evaluation process of educational program by filling out the questionnaire; They are involved in the discussion of issues related to the implementation of the program (including program committee membership, etc.); Also, faculty quality assurance office organizes interview with students.

Participation of academic and invited personnel in the evaluation of implementation of the program includes: interview with the quality assurance office members; participation in the conceptual discussions related to the implementation of the program. In the process of discussing technical issues (including membership of the program committee and other.).

Potential employers evaluate students and alumni the qualifications and their competencies, the level of their skill match to the labor market requirements. In particular they evaluate students' and graduates' theoretical knowledge and its practical application skills of use. Evaluation is carried out: through questionnaires and through an interview.

Alumni of the program evaluate the program by means of questionnaires and by interview way. They are involved in the process of discussing issues (including membership of the program committee and other.).

It is important to mention that after collecting all data University should share results of evaluation to all stakeholders equally. For instance, some lecturers do not have feedback on their personal evaluations, which prevents them from improving the implementation of the learning process. It is suggested for faculty quality assurance members to share the assessment reports more carefully. It means to be sure that all stakeholders have received their individual assessment. Also, it is equally important to discuss evaluation results of the program with graduates and employers. During interviews with expert panel mentioned stakeholders had general view about evaluation processes of program improvmenet and importance of involving in them.

In order to take into account international trends in the process of improving the programs, cluster programs were compared with similar programs of other universities. University additionally presented a document in which comparative analysis of similar programs were discussed.

In case of BA of Tourism program, the following programs and institutions were discussed:

- BA (Hons) Business (Tourism) (Arden University Online United Kingdom);
- BA Tourism Management (Diploma University of Applied Sciences. Bad SoodenAllendorf, Germany Aalen, Germany);
- Bachelor in Tourism Management (United International Business Schools, Zurich, Switzerland, Antwerp, Belgium);
- BA (HONS) in International Tourism Management (Rayners, United Kingdom);
- BA (Hons) in International Business and Tourism Management (GCU - Glasgow School for Business and Society, Glasgow, United Kingdom);
- BA (Hons) International Hospitality & Tourism Management (City Unity College, Athens, Greece, Patras, Greece);
- BA tourism & event management (EBC Hochschule - University of Applied Sciences Hamburg, Germany, Berlin, German);
- BA (Hons) in Adventure Tourism Management (University of the Highlands and Islands, Perth, United Kingdom);
- BA in Heritage and Tourism (University of Stirling, Stirling, United Kingdom);
- BA in Leisure & Tourism Management (EU Business School Switzerland, Geneva, Switzerland).
- Bachelor in Sports and Tourism Management (Lithuanian Sports University, Kaunas, Lithuania);
- B.B.A (Air Travel Management) (BA Open University, India).

In case of PhD program, the following programs and institutions were discussed:

- Ph.D. in Hospitality Management (University of South Carolina College of Hospitality, Retail and Sport Management);
- PhD Tourism (University of Lincoln)
- PhD in Tourism Management (OUS Royal Academy of Economics and Technology in Switzerland)
- PhD of Hotel and Tourism Management (The Hong Kong Polytechnic University - School of Hotel and Tourism Management) and etc.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Cluster self-evaluation report;
- Interview results;
- Quality Assurance department statute;
- Comparative analysis of similar programs;
- Bachelor program of tourism;
- Quality assurance department reports;
- Evaluation results;
- Protocols.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

- It is suggested for faculty quality assurance members to share the assessment reports more carefully. It means to be sure that all stakeholders have received their individual assessment.
- It is suggested to discuss evaluation results of the program(s) with graduates and employers.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme
Monitoring and Periodic
Review

**Complies with
requirements**

**Substantially
complies with
requirements**

**Partially complies
with requirements**

**Does not comply
with requirements**

Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, BA)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Tourism and hospitality management, Ph.D)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (BA Tourism)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Tourism and Hospitality Management PhDI)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

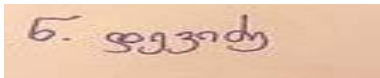
Chair of Accreditation Experts Panel

Razaq Raj,

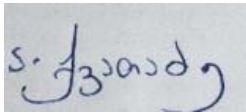
Razaq Raj

Of the member(s) of the Accreditation Experts Panel

Nino Devidze,



Ani Kvatadze,



Giorgi Pareshishvili,

