



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Hotel Management, Bachelor's Studies
Hotel Management, Master's Studies**

**Gori State University
18-19.05.2023**

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Gori State University, Legal Entity under Public Law
Identification Code of Institution	University
Type of the Institution	218076542

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Remigijus Kinderis, Klaipėdos valstybinė kolegija/Higher Education Institution, Lithuania
Member (Name, Surname, HEI/Organization, Country)	Paata Chaganava, Batumi Shota Rustaveli State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Jojua, International Black Sea University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Arqania, Ivane Javakhishvili Tbilisi State University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Hotel Management	Hotel Management
Level of higher education	Bachelor's Studies	Bachelor's Studies
Qualification to be awarded	Bachelor of Business Administration in Tourism	Master of Tourism and Hospitality Management
Name and code of the detailed field	Travel, Tourism and Leisure-1015	Personal services not elsewhere classified-1019
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹		
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	26/06/2016, N69	26/06/2016, N70

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

General Information on the Cluster of Education Programmes²

The Bachelor's and Master's Study Educational Programmes for Hotel Management at LEPL Gori State University (hereinafter referred as-University) were elaborated within the frames of the Tempus project in 2016 (CHRONOGRAMME PROJET TEMPUS LMPH # 544191 TEMPUS 1-2013-1-PT JPCR „LI CENCE ET MASTERS PROFESSIONNELS EN MANAGEMENT DES ACTIVITES HOTELIERES“). Working on the project was carried out in 2013-2016. According to the foreign experts, the initial stage of the project was the study of the labour market of hotel industry. The study was implemented on the bases of the hotels in Tbilisi, Shida Kartli and Adjara. Under the decision of the project management and LEPL Gori State University project team, Bachelor's and Master's Study Educational Programmes for hotel management were elaborated.

In order to take into account, the beforementioned legislative changes (2016 and 2022), appropriate changes were made in the Educational Programmes and their component syllabuses. In accordance with the order, dated September 30, 2021 N 0001005424, of the Director of LEPL the National Center for Educational Quality Enhance, the Bachelor's Study Educational Programme for Hotel Management, as an Educational Programme was developed in accordance with the detailed field of tourism, was brought into compliance with the sector benchmark of higher education of tourism in 2022. Along with this, the content of academic courses and study resources were periodically improved and updated.

Bachelor's (number of ECTS credits – 240) and Master's (number of ECTS credits -120) Study Educational Programmes for Hotel Management Grouped in a Cluster are interrelated to each other in line with the content of the study field, sector benchmark of tourism and the requirements of the qualification framework and evolve according to the 6th and 7th levels of higher education.

Overview of the Accreditation Site Visit

The accreditation visit took place on 18-19.05.2023. Before the visit, the experts' panel received a Self-Evaluation Report (SER in English and Georgian), the Programme description documents accompanied by detailed syllabi of all programme components (in Georgian and English) and documents regarding University Services, CVs and documentation regarding the academic staff, etc. (in Georgian and English).

During the visit, the panel had the chance to meet and interview representatives of the university and faculty administration, the programme director, the SER work team, staff from the Quality Assurance office, academic staff (both affiliated and invited), Bachelor and Master thesis supervisors, students and graduates of the programme, as well as social partners. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

The experts' panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit.

Brief Overview of Education Programme Compliance with the Standards

The Bachelor's and Master's Study Educational Programmes for Hotel Management at LEPL Gori State University meets various Georgian, European and International Standards and is in compliance with all regulations and standards based on review of facilities, documents, interviews with broad representation of leadership, students, graduates, faculty and stakeholders excluding standard "Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme" which substantially complies with the requirements of this standard.

Recommendations

The expert's panel provides the following recommendations for improvement and they are highlighted under different headings below:

General recommendations of the cluster:

- The university has to prepare a clear communication and marketing strategy, which would allow to provide more information about Bachelor's and Master's study's programmes to potential students, because the number of students is low;

² When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- It would be worth reviewing the time allocated for mid-term and final exams, but their evaluation weight and significance for the final evaluation in the study process. It is also recommended to pay attention to the implementation of the "Student-centred learning" concept;
- Recommendations of the Hotel Management, Bachelor's studies:
The university should pay more attention to ensuring English language competences and increasing the duration of internship in Bachelor's degree study programme;
- To increase the number of credits for the internship in the company, and perhaps realize in a few semesters as a motivational tool for students, getting to know their future profession and career opportunities faster;

Recommendations of the Hotel Management, Master's studies:

- It is imperative that Higher Education Institution provide foreign language courses, especially in English, at the graduate level and/or offer students additional English language courses to assist them in their academic and career development;
- The university and thesis supervisors should increase the frequency and quality of consultations to improve the quality of theses in terms of adherence to academic writing standards.

Suggestions for the Programme Development

The expert's panel provides a few suggestions for improvement:

General suggestions of the cluster:

- English languages competencies of students could be increase and conditions of providing English language courses by the university could also be improved;
- It is suggested to include additional reading materials: books, research articles, etc. Georgian and English.
- It is suggested to activate the scientific joint activity of students and teachers by preparing scientific production and carrying out its dissemination;
- The university should improve the extent and quality of student participation in international projects/programmes, especially as internationalization is vital for clustered programmes;
- The university should provide additional funding in budget for marketing and publicity of the programmes to attract more students.

Brief Overview of the Best Practices (if applicable)³

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

Gori State University presented it's Argumentative Position. They have no comments regarding the actual circumstances stated in the draft of the conclusion of the expert group of accreditation of the cluster of undergraduate and graduate educational programs of "hotel management".

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:

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

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
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster

⁴ **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.

⁵ **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.

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 reviewed cluster programmes are a Bachelor's level programme in Hotel Management and Master's level programme in Hotel Management in Georgian. The programmes have 3 strategic objectives which are presented in the SER (p.12-13) and these goals are realistic and achievable also clearly defined in terms of their content, level, and distinctiveness, and fully reflect the main issues of internationalization of educational programme, depending on the peculiarities of the field of study.

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The objectives of the *Bachelor's studies* meet the requirements of 6th level of qualification and focus on the development of broader competences, while the objectives of the *Master's studies* are oriented in depth and emphasize scientific aspects and meet the requirements of 7th level of qualification.

The Bachelor studies and Master study programmes comply with the mission and vision and main fields of the strategic development, of the LEPL Gori State University. (<https://gu.edu.ge/uploads/other/11/11696.pdf>): "...provide with affordable, high quality academic (Bachelor, Master) and vocational education..."

For the development of the *Bachelor and Master study programmes*, there was cooperation with the practitioners of the field and other stakeholders and implementation of international Tempus project in 2016 (CHRONOGRAMME PROJET TEMPUS LMPH # 544191 TEMPUS 1-2013-1-PT JPCR „LI CENCE ET MASTERS PROFESSIONNELS EN MANAGEMENT DES ACTIVITES HOTELIERES“). Later, during the analysed period, the university made the necessary changes to both programmes (mostly in Bachelor study programme), considering the changes in the legislation and the expectations of the interested parties.

The document SER does not contain the analysis or review of analysis of the demand of labour market and employers, however, during the meeting with the administrative staff and employers, it was confirmed that both programmes is necessary for the development of the region and the development of tourism in it as well. The region is expecting large investments in the tourism sector soon, so the need for accommodation sector specialists will grow. The information provided by employers and alumni reveals and justifies the importance of the *Bachelor and Master study programmes* contribution to the field and society.

The programme goals are public, accessible (<https://gu.edu.ge/ge/sabakalavro-programebi/socialur-mecnierebata-biznesisa-da-samartalmcodneobis/hotel-management> ; <https://gu.edu.ge/ge/samagistro-programebis/socialur-mecnierebata-biznesisa-da-samartalmcodneobis-fakulteti/sastumro-menedjmenti>) and shared by the persons involved in the programmes.

Evidence/Indicators

- Bachelor and Master study programmes;
- Mission, goals, strategy of LEPL Gori State University;

- Interview results.

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor’s studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master’s studies.

Recommendation(s): -

Suggestion(s): -

Evaluation ⁶

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6 th	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	X	<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 learning outcomes are clear and explicit and are relevant to achieving the objectives of the *Bachelor and Master* study programmes. They are achievable and realistic and are relevant to the objectives of the programmes. The study programmes are compatible with the level of knowledge, skills and values defined by the descriptor of the Bachelor and Master level of qualification in the higher education qualification framework. The learning outcomes of both study programmes are logically connected to the learning objectives and considers of the specifics of Hotel Management field.

Description and Analysis - Hotel Management, Bachelor’s studies and Hotel Management, Master's studies.

The SER states that: “...all the stakeholders, -the staff of the implementation of both study programmes, students, employers and graduates of the programmes were involved in the process of elaboration, modification and formulation...” (SER p. 14-15.). The mentioned information was confirmed in meetings with stakeholders who also noted that programmes learning outcomes are consistent with employment demands and with peculiarities of the field of study and labour market. However, in the same meetings it was noted that the study programmes should pay more attention to ensuring English language competences and increasing the duration of internship in Bachelor’s degree study programme.

⁶ Evaluation is performed for each programme separately.

Also, students and alumni noted that the results of the Bachelor and Master study programme are/were clear to them, and the acquired competences help them to advance their careers. According to them, a Master's programme is different from a Bachelor's and is beneficial in that after its completion, one can expect a higher managerial job position.

Bachelor and Master programmes have developed learning outcomes map, which describes achievement of each learning outcome through the components of the programmes. Procedures for evaluating learning outcomes include primary and / or secondary labour market research and consultations with lecturers, comparative analysis of similar programmes and application of international practices, and graduates' survey. Achievement of the learning outcomes involves the analysis of the students' post-course results within compulsory modules.

Evidence/Indicators

- Educational programmes;
- Map of the objectives and learning outcomes of Bachelor's Study Programme for Hotel Management;
- Map of the objectives and learning outcomes of Master's Study Programme for Hotel Management;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): The university should pay more attention to ensuring English language competences and increasing the duration of internship in Bachelor's degree study programme.

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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 analysing 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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Mechanisms for evaluating the learning outcomes of the programme are defined (SER p. 17-18). Bachelor's and Master's study's programmes have developed learning outcomes map, which describes achievement of each learning outcome through the components of the programmes. Procedures for evaluating learning outcomes include labour market research and consultations with lecturers, comparative analysis of similar programmes and application of international practices, and graduates' survey. Achievement of the learning outcomes involves the analysis of the students' post-course results within compulsory modules.

During meetings with the programme director and representatives of quality insurance (QA) staff was provided evidence of this. Also was convinced that the learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field and the programme have guidelines for each learning outcome.

The evaluation of the achievement of the learning outcome of the Bachelor's and Master's study programmes are carried out with using several evaluation indicators; as an indicator of the direct method of the achievement of the learning outcome, it is appropriate to use the so-called weighted assessment which is calculated by the "Mechanism for Evaluating the learning outcomes of the Educational Programme at LEPL Gori State University" which is in line with the determined rule.

During the meeting with academic staff, programmes directors and representatives of QA staff was stated that learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field and academic staff of both programmes are familiar with the methods of evaluation of learning outcomes.

The representatives of HEI ensure familiarization of stakeholders with the analysis of evaluation of learning outcomes during the annual meetings with them.

Based on the information received during the meetings, it can be stated that *Bachelor's and Master's* study programme's learning outcomes assessment results are utilized for the improvement of the programmes after discussions on the faculty.

Bachelors and Master's study programmes have developed learning outcomes map, which describes achievement of each learning outcome through the components of the programmes. Procedures for evaluating learning outcomes include labour market research and consultations with lecturers, comparative analysis of similar programmes and application of international practices, and graduates' survey. Achievement of the learning outcomes involves the analysis of the students' post-course results within compulsory modules.

Evidence/Indicators

- Interview results.
- Educational programmes;
- Curriculum map;
- Learning outcomes evaluation results and analysis.

General recommendations of the cluster:

General suggestions of the cluster:)

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Bachelor and Master study programmes are designed according to HEI's methodology for planning, designing and developing of educational programmes. The content, volume and complexity of programme corresponds to learning cycle. The programmes are designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System (SER, p.19-21). University regulations are in place for programme evaluation and continuous development that provide the involvement of students and stakeholders. Quality assessment at the university regarding programmes development is based on surveys of graduates, employers, labour market, academic and invited staff and comparative analysis of similar programs, as well as internal evaluation of achievement of learning outcomes. Programmes content and structure are consistent with the qualification to be awarded and ensure the achievement of programme learning outcomes and the structure of the programme ensure the individuality of the programmes.

Description and Analysis - *Hotel Management, Bachelor's studies and Hotel Management, Master's studies.*

The internationalization dimension is very important *in Bachelor's and especially in Master's study programme*, especially in hotel management field of study. Internationalization aspects should be more clearly visible in *Bachelor's and Master's theses*. The practical component is extremely important for the *Bachelor programme*. Accordingly, in a number of courses, practical and/or seminar hours are provided, which help the student to develop sectoral competencies and skills, but it is not as significant as an internship. 10 ECTS credits are not enough for *Bachelor's study programme* students to develop practical skills (internship), much more time should be allocated in the study plan, and it was stated by students and social partners as well, during the meeting. Experts noticed that foreign literature sources dominate the course descriptions, although both programmes are implemented in Georgian, so they believe that a certain balance should be introduced between the recommended study literature sources.

During the meeting with students and graduates of *Bachelor's and Master's study programmes*, it was noted that both programmes (especially the *Bachelor's one*) would be more attractive if there were more simulation activities, hotel administration and management software and so on.

Regardless of the fact that the university allocates enough credits for foreign language during undergraduate studies, students still face a lack of foreign language competence in *both study's programmes*.

Bachelor's and Master's study programmes development is a collaborative process and engages all stakeholders: students, academic staff, graduates and employers. All of them during meetings with experts mentioned that they

receive invitations to participate in surveys for programmes improvement and meetings and discussions, but do not always participate in them.

The HEI ensures the publicity and availability of the information on the programmes. This information can be found in university website, but it is not enough to attract more students to the study programmes.

Evidence/Indicators

- LEPL Gori State University website;
- Interview results;
- Educational programmes.

General recommendations of the cluster:

- The university has to prepare a clear communication and marketing strategy, which would allow to provide more information about Bachelor's and Master's study's programmes to potential students, because the number of students is low.

General suggestion of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	<input type="checkbox"/>	x	<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

For each course of *Bachelor's and Master's study programmes*, a very detailed subject descriptor (Syllabus) has been developed. Each descriptor contains: course objectives, intended learning outcomes, teaching methods used to achieve learning outcomes, detailed description of weekly content, corresponding literatures, and individual work,

assessment methods for each component of assessment work, as well as clear criteria linking student achievement to grades (rubrics), and suggested literature. The learning outcomes are largely measurable and consistent and reflective of the programmes learning outcomes.

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The learning outcomes of each academic course of the *Bachelor's and Master's study programme for Hotel Management* are focused on the acquisition of knowledge and/or on the development of appropriate skills by a student to qualify for the "Bachelor of Business Administration in Tourism" and "Master of Tourism and Hospitality Management " qualification.

The interviews with the academic and invited staff as well as students and graduates confirmed a continuous, non-interrupted and systematic evaluation of the courses' content and the ability to assess acquired skills and knowledge in the framework of the course through suggested evaluation components. The number of ECTS credits for each course is in line with the content and learning outcomes of the course, and with the number of contact hours and the teaching methods used.

The content of both study programmes each course is aligned with the learning outcomes for that course. Information in the syllabus for each course indicates that the assessment covers all learning outcomes. When asked, students indicated that measures of assessment are appropriate to course content.

The literature listed in the syllabi is updated, it is English language based in the most part, well organized and presented, but it is restricted to books and in the most part does not include additional reading materials, scientific articles.

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes and ensure the achievement of programme learning outcomes.

Programme syllabi should be available on program's web pages both in Georgian and English language.

Accordingly, in a number of courses, practical and/or seminar hours are provided, which help the student to develop sectoral competencies and skills, but it is not as significant as an internship. 10 ECTS credits are not enough for Bachelor's study programme students to develop practical skills (internship), much more time should be allocated in the study plan, and it was stated by students and social partners as well, during the meeting.

Evidence/Indicators

- Educational programmes with enclosed syllabi;
- Results of the interview.

General recommendations of the cluster:

General suggestions of the cluster:

- English languages competencies of students could be increase and conditions of providing English language courses by the university could also be improved;
- To include additional reading materials: books, research articles, etc. Georgian and English.

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): To increase the number of credits for the internship in the company, and perhaps realize in a few semesters as a motivational tool for students, getting to know their future profession and career opportunities faster.

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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
Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Hotel Management Bachelor's studies and Hotel Management Master's study programmes admission preconditions and procedures are consistent with the existing legislation, and programmes admission preconditions are logically linked to programmes content, level of education, the qualification to be awarded and the instruction language.

HEI defines the methodology of planning the student body for the educational programmes, which considers the specificity of the programmes and the resources of the institution and ensures the smooth administration of educational processes. Admission of students to the programmes is in compliance with the methodology of student body planning.

The programme admission requirements ensure that the students admitted have the background, knowledge and skills that are required to pursue studies on the programmes, including the required level of English ability. The admission requirements of existing educational programmes are published on university's website.

Evidence/Indicators

- LEPL Gori State University website;
- Interview results;
- Educational programmes;
- Student body planning methodology for educational programmes.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Hotel Management Bachelor's studies and Hotel Management Master's study programmes have been designed in accordance with university's rules for planning and designing educational programmes. It is structured in accordance with Georgian legislation and the ECTS system. The programme content is appropriate for a Bachelor level degree.

The content and structure of both levels of study programmes is designed to ensure the achievement of the programme learning outcomes. The components of the programme are logically structured, with prerequisites that are consistent with course content and an appropriate range of elective courses. The practical component of the programmes (in subjects) is organised and planned in accordance with the learning outcomes of the programmes and corresponds to the level of education. In the framework of a practice component and performance project, a student is supervised by a qualified person in the field who evaluates student's activity - this was confirmed during a meeting with students and alumni. In the content of the Bachelor study programme, too little attention is paid to internships and working with hotel, restaurant management software, travel planning and administration software, avia ticket reservation systems, etc.

During a meeting with stakeholders was convinced that they were involved in designing the programme, asking them to express their opinions during surveys and meetings as well.

The memorandums and their appendices signed with employers envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programmes learning outcome. It is worth noting that employers are and will be ready to accept more students and for a longer period of internship.

The University also promotes the participation of the students in the interuniversities conferences which are conducted together by other higher educational institutions of Georgia. The initiatives which are independent from the curriculum, are also focused on the development of students' transferable skills, which are revealed in the support of various literary, cultural, intellectual, sports and charity events implemented with the participation of students.

The scientific-research component of the Educational Programme - the Master's Thesis (30 ECTS credits) provides for independent research by a Master's Studies student and the presentation of research outcomes to the academic community.

During the meeting with students, academic staff and social partners, the experts got acquainted with the good practice of the implementation of these study programmes - project activities (with research aspects) and internationalisation (mobility). The students, teachers and social partners of the programmes are engaged in projects carried out by the university and are satisfied with it. In addition, students and alumni noted that they are informed about the opportunity to participate in projects and scientific activities, but the experts emphasize that there should be more scientific production of Master's students that is created together with teachers, and students should be engaged more actively in this activity.

Evidence/Indicators

- Interview results;
- Educational programmes.

General recommendations of the cluster: -

General suggestions of the cluster: It is suggested to activate the scientific joint activity of students and teachers by preparing scientific production and carrying out its dissemination.

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6 th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by using student-centred 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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The teaching and learning methods used in both study programmes are indicated clearly in the relevant syllabus of every component. The methods were chosen considering the requirements of the level, the content of the course and the learning outcomes. The documentation provided as well as interviews with the key stakeholders confirmed the variety of teaching and learning methods in the framework of the courses. The majority of the courses offer lectures and seminars, writing method, discussion and debates, case studies, research method, analyses and so on. Interviews with academic staff, affiliated teaching staff and students confirmed that teachers do use various teaching methods according to the syllabi and constantly try to enrich their teaching.

Students were happy about the lecturers and the way that they managed the teaching processes.

It is worth noting that *Master's study programme* is dominated by teaching methods focused on developing the researcher's competencies and strengthening analytical abilities.

Evidence/Indicators

- Interview results;
- Educational programmes.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:**Programme 1 - Hotel Management, Bachelor's studies**

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	X	<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**

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The evaluation of students of Bachelor's and Master's study programmes for Hotel Management Grouped in a Cluster, is implemented in accordance with the established procedures, which are outlined in the regulation of the Educational Process at LEPL Gori State University. The evaluation procedures are fair, transparent and are in line with the current legislation of Georgia.

The University considers of the appeal of students' evaluation outcomes, which are known for students in advance. Procedures for appealing a student's evaluations are outlined in the regulatory rule of the academic process. The appeals process provides for reviewing of the evaluation outcomes and decision-making by other evaluators, it is transparent and objective.

The university has a system for evaluating students' academic performance and comparing them with the data of the student ranking scale developed by the European Credit Transfer and Accumulation System (ECTS). The Bachelor and Master study programmes students' evaluation system considers active participation of students in the learning process and it is based on the principle of continuous evaluation of the acquired knowledge. Regarding the learning component of the programme, students are evaluated based on their performance during the semester, several interim assignments and grades of their final evaluation. Allocation of grades to different assessments depends on the nature of the course but in all cases, a clear rubric is laid out in the course syllabus.

Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent, reliable and is tailored to each course and explained in the respective course syllabi.

The interview with students made it clear that the evaluation criteria are transparent and understandable to students and are presented and explained to them during the first teaching week of each course. Students also have the opportunity to appeal their marks or give their opinion regarding a specific subject, syllabi or any other ideas they might have. The teaching staff provides feedback to students after each assignment. Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement. Evaluation components, methods, and criteria are transparent, accessible, and known in advance to the student as well.

Students and alumni during the meeting with experts responded positively to the cooperation with the teachers, their flexibility and friendliness. In case of inefficiencies regarding the tasks or their assessment, they could always turn to the teachers for clarification and help.

As it appears from the presented documents, there are some issues concerning to the evaluation system that appears to be the usual practice in the university – the programs have almost identical structure of evaluation – weekly evaluations (quiz) – 20scores; firsts midterm exam (arranged at 6-7 weeks) – 25 scores; second midterm exam (arranged at 12th week along with the learning process) – 20scores; course project – 10 scores; final exam – 25 scores. As it appears the first midterm exam which evaluates first 5 weeks of learning process takes two weeks and is scored in a same way as final exam that evaluates the whole semester (25 points). More of that, the second midterm exam, that evaluates next 4 weeks of learning process is scored almost as first midterm exam (20 points) but there is no separate week assigned for preparation to this exam, it is arranged along with learning process. During the interview the answer for this question was that there is no regulation that defines the time assigned for the particular evaluation types, and the two-week period for first midterm exam is assigned because of the other work that students should do during this period.

As it appears from almost all syllabuses, totally it takes 7 contact hours for midterm and final evaluations. During the interviews the answer for this question was that University gives the freedom to lecturers to define the durability of evaluation for themselves, but as usual written exams take 3 hours and verbal exam takes 1 hour.

Evidence/Indicators

- Interview results;
- Educational programmes.

General recommendations of the cluster: It would be worth reviewing the time allocated for mid-term and final exams, but their evaluation weight and significance for the final evaluation in the study process. It is also recommended to pay attention to the implementation of the "Student-centred learning" concept.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor’s studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master’s studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	<input type="checkbox"/>	x	<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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centred 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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

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.

Gori State University has such means of providing information and counselling to students as:

- 1) An information guide, which is developed by the Student Career Development and Support Service at the beginning of the academic year, and which provides students with information about the internal procedures of the university, various regulations of the university, including ethical norms and academic integrity issues related to the educational process.
- 2) Informational meetings with students enrolled in Higher Education Institution, within the framework of which representatives of the faculty administration and structural units of the university provide them with information about university regulations, learning environment, student rights and obligations, etc.
- 3) The Higher Education Institution website provides students with information on educational programs and basic documents regulating the educational process, various local and international projects and events (for example, planned conferences, scholarships established/announced by internal university and various foundations, exchange

programs, summer/ winter schools, events held outside the university, etc.). Students can also receive information via e-mail (contact@gu.edu.ge).

4) The Higher Education Institution International Relations Service provides information and consultations for students regarding participation in international educational and scientific projects, as well as in exchange programs. It also implements measures aimed at integrating foreign students into the university environment and provides information on available services and other necessary information for foreign students.

5) A personal web space provided by the electronic learning process management system is available for students, which provides information necessary for planning the learning process and improving academic achievements.

6) The syllabi take into account the hours allocated for student consultations with the lecturer.

7) Student career development and support service provides career development support for students, as well as consultations regarding professional orientation and employment. This service creates an employer database, provides students and graduates with information about vacancies, cooperates with potential employers, promotes the involvement of employers in the development and implementation of educational programs, organizes employment forums, collects information on the professional and career growth of students and graduates every year, and annually prepares a university magazine. A special number intended for employers and where information about graduates, etc. is posted.

Students could participate in both university and inter-university conferences, as well as in various cognitive, literary, cultural, intellectual, sports and charity events. The university operates a support mechanism for student initiatives/projects, which is defined by the "Procedures for Submission and Funding of Student Initiatives and Projects at the SSP-Gori State University". Funding of initiatives/projects presented by university students in the field of education, science, culture or sports is carried out through the mentioned mechanism.

It should be noted that Higher Education Institution should improve the extent and quality of student participation in international projects/programs, especially as internationalization is vital for clustered programmes.

During the interviews, it was revealed that teaching and learning a foreign language, primarily English, is a special problem and challenge for students. As it turned out, it was the students' initiative to present English language courses at the Master's level. Unless this change is made to the programme, it is imperative that Higher Education Institution offer students additional English language courses to assist students in their academic and career development.

Evidence/Indicators

- Interview results;
- Educational programmes.

General recommendations of the cluster:

General suggestions of the cluster: Higher Education Institution should improve the extent and quality of student participation in international projects/programs, especially as internationalization is vital for clustered programmes.

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): - It is imperative that Higher Education Institution provide foreign language courses, especially in English, at the graduate level and/or offer students additional English language courses to assist them in their academic and career development.

Suggestion(s): -

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	<input type="checkbox"/>	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The rules of Master's student guidance are determined by the method of planning, execution and evaluation of the scientific-research component of the Master's educational programme of the Higher Education Institution, which is in accordance with the current regulations. The rules of Master's student guidance are determined by the method of planning, execution and evaluation of the scientific-research component of the Master's educational programme of the Higher Education Institution, which is in accordance with the current regulations.

The Master's supervisor can be a doctor in the relevant field or a person equivalent to it, who has research experience and relevant publications in the scientific field related to the topic of the Master's thesis. The Master's student, if necessary, can have one or more co-supervisors who have scientific-research experience relevant to the research topic.

The supervisor controls the performance of the scientific-research component by the Master's student. The supervisor of the Master's student helps the Master's student in choosing the topic of the Master's thesis, forming the structure of the Master's thesis, identifying and finding the main sources, as well as in drawing up a research plan. Within the scope of counselling and individual work of students, the supervisor is obliged to check the student's work process step by step and give him advice and recommendations. He is also obliged to produce documents describing the process of guiding the Master's student and after completing the Master's thesis, to submit a conclusion about the mentioned thesis to the administration of the faculty.

Several examples of violations of the norms of academic writing were revealed during the examination of Master's theses. It is necessary for supervisors to work more intensively with graduate students, advice and recommendations in this direction.

Data related to the supervision of Master's/doctoral students	
Programme 1 (name, level) ⁷	
Number of Master's/doctoral theses supervisors	11
//Number of doctoral thesis supervisors	
Number of Master's students	8
//Number of doctoral students	
Ratio - supervisors of Master's theses/Master's students	1.38
Ratio - supervisors of doctoral theses/doctoral students	

⁷ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Evidence/Indicators

- Interview results;
- Educational programmes.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): - - Higher education institution and thesis supervisors should increase the frequency and quality of consultations to improve the quality of theses in terms of adherence to academic writing standards.

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	<input type="checkbox"/>	x	<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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	<input type="checkbox"/>	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Academic and invited staff members meet the legislative and the university requirements regarding their qualification. The qualifications of staff (academic and invited) members are confirmed by their professional and academic experience and their continuous and recent scientific activity. As it appeared from documents presented, during site visit and interviews programme staff have the suitable competency and could lead the students to achieve the learning outcomes.

The quantity of academic personnel is enough, and the workload is suitable to the effective teaching process. The full workload of the academic and invited staff, including the workload of affiliated academic staff, including the workload of the programmes in the cluster, ensures the smooth implementation of the educational programme and the proper performance of the functions assigned to the staff implementing the educational programme. The balance between academic, including balance between affiliated academic and invited staff ensures the programme sustainability.

As the interviews with the programme heads shown the programme leadership consists of experienced, armed with field-related knowledge and abilities personnel who leads and manages programme effective performance. The interviews with the students and administration reveal that the students get all the necessary support to reach effectively their learning outcomes. Academic staff has determined consultation hours for students. The schedule of consultation hours is available to students from the beginning of the semester.

Programme 1 (name, level)⁸ Hotel Management, Bachelor's Studies, the 6th
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⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁹	Including the staff holding PhD degree in the sectoral direction ¹⁰	Among them, the affiliated academic staff
Total number of academic staff	30	30	24	24
- Professor	12	12	12	12
- Associate Professor	12	12	12	12
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	6	6	0	–
Scientific Staff	0	0	0	–
Programme 2 (name, level)¹¹ Hotel Management, Master's Studies, the 7 th				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹²	Including the staff holding PhD degree in the sectoral direction ¹³	Among them, the affiliated academic staff
Total number of academic staff	21	21	14	18
- Professor	11	11	11	11
- Associate Professor	6	6	3	6
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	0
Invited Staff	3	3	0	–
Scientific Staff	0	0	0	–

Evidence/Indicators

- Interview results;
- Self-Evaluation Report document;
- CVs of academic and invited staff.

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

⁹ Staff implementing the relevant components of the main field of study

¹⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

¹¹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹² Staff implementing the relevant components of the main field of study

¹³ Staff with relevant doctoral degrees implementing the components of the main field of study

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

As it appears from the interviews with academic personnel, graduates and the evaluation of Master's thesis' the students have qualified supervisors, and the Master thesis is performed according to the educational level requirements.

The university Quality Assurance Office collects feedback from students about academic and invited staff every semester; based on this, their teaching performance is evaluated. Every year, each member of academic staff submits a self-evaluation report on their scientific work.

The university funds academic staff to participate in international conferences and scientific events. There are several staff exchange programmes, which are actively used by the academic staff.

Programme 1 (name, level)¹⁴ Hotel Management, Master's studies.			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	11	11
- Professor	11	11	11
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff	0	0	—
Scientific Staff	0	0	—

Evidence/Indicators

- interview results;

¹⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁵ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Self-Evaluation Report document.

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes:

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The evaluation system consists of several instruments (self-evaluation, student's evaluation, information analysis about teaching process characteristics) those give the whole picture of academic personnel performance on early basis and ensures the relative quality level of learning process.

University stimulates the academic personnel self-development process through such incentives, as participation in international programmes, conferences, scientific-research projects, trainings increased salaries etc. The university motivates the teachers to participate in scientific activities by the following: the university covers the conference and scientific article publication fee; pays a financial supplement for high-level scientific production, etc.

The results of a university employee's job performance are used to develop his / her professional development plan, training planning, promotion / demotion, salary adjustment rotation, motivation and other staff decisions. The evaluation process can be further enhanced if academic staff along with the annual report of performance at the same time submit a personal development plan that includes planned activities.

Evidence/Indicators

- Interview results;
- Self-Evaluation Report document.

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and Suggestions according to the programmes (if any):

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	X	<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

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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

University ensures all the necessary resources to facilitate the achievement of the learning outcomes of the programmes. The premises of the University are modern enough and are kept in good condition. Auditoriums for working in small and large groups and classrooms are properly equipped, space for students working independently is available, and offices for administration, academic staff and administrative services are comfortable and functional. Overall, the University provides a comfortable and pleasant environment for staff and students.

Compulsory literature determined by the course syllabi are available in the library.

International online library databases are available to students and to all staff members, through which recent scientific periodical editions are available to them. Students can freely access to online library databases from the computers on campus. Access outside the campus is provided through their student identification numbers. Students and academic staff have access to several scientific databases, like Elsevier, EBSCO; JSTOR; Scopus; ScienceDirect.

Based on the self-assessment, as well as the submitted documents and interviews with students, alumni and library staff, it is clear that adequate University infrastructure and material-technical resources are available to the students of the programmes without any restrictions to achieve the learning outcomes.

Evidence/Indicators

- Site observation and interview results;
- Self-Evaluation Report document.

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	X	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies. The programmes budgets are presented, and the profitability line is denoted in both budgets. The budgets contain the information about prognosed revenues and expenditures. Allocation of financial resources for the programme from the budget is financially feasible and ensures the sustainability of the programmes conditionally. The programmes' budgets are presented, and the profitability line is denoted in both budgets. The budgets contain the information about prognosed revenues and expenditures. Allocation of financial resources for the programmes from the budgets is financially feasible and ensures the sustainability of the programmes conditionally. The expert's panel sees risks to the future financial sustainability of the programmes if the number of students is not increased and serious marketing and communication measures are not taken into consideration. For the measures to be implemented it is suggested that additional funds should be planned in the nearest future.

Evidence/Indicators

- Self-Evaluation Report document.

General recommendations of the cluster: -

General suggestions of the cluster: provide additional funding in budget for marketing and publicity of the programmes to attract more students.

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The Instruction of Planning, Designing, Developing, and Annulling of Educational Programmes is developed at the LEPL Gori State Teaching University (Decree N6-49 of October 26, 2021 of the Academic Council of LEPL Gori State Teaching University), which defines the methodology for the elaboration/development of programs for each educational programme. By this regulation the process of planning, designing, evaluating and developing the programme takes into account the labour market requirements, feedback by alumni and employers, results of surveys of students, employers and the staff engaged in the programme, the results of monitoring the academic performance of students; In order to take into account the best local and international practices for the development of the program, the programme should be periodically compared with similar programs of local and foreign higher education institutions.

The programmes were elaborated within the frames of the Tempus project in 2016. In order to prepare for this current accreditation, according to the Decree N22 of July 18, 2022, of the Faculty of Social Sciences, Business and Law Dean, a group of self-evaluation of Bachelor's and Master's Study Educational Programmes for Hotel Management was established. The group was tasked to implement Programmes' self-evaluation and prepare a cluster self-evaluation report of the Educational Programmes for Hotel Management to evaluate the Programme's compliance with the accreditation standards.

Heads of the Programmes, the representatives of the academic and invited staff implementing the Programme, the administrative staff of the Faculty, Heads of the University Quality Assurance Service and Study Process Administration, employers of the Programme, the students and graduates of the Educational Programme were involved in the Programmes self-evaluation group.

In addition, within the framework of the self-evaluation group, an internal evaluation group of the Programme was created and tasked with the internal evaluation of the Programme implementation using the criteria provided by the university quality assurance system and presentation of the evaluation results to the self-evaluation group.

Based on the programme evaluation analysis results, the Faculty and University Quality Assurance Services, in collaboration with representatives of other structural units of the University, developed appropriate recommendations to address the identified deficiencies and programme development and submit them to faculty and academic councils for the response.

In the self-evaluation process, the Programmes were compared with similar Programmes of Georgian and foreign universities, the syllabuses of study components and learning resources outlined in the syllabuses were improved, and the shortcomings revealed during working on the report were eliminated.

Employers' request was to add psychology-related themes to the Bachelor's programme, as well as not only teach computer programs, but to teach these programs in connection with business and tourism practical issues. All these requirements were taken into account and the course "Information Technologies in the Hotel Business" was added to the program.

Students had difficulty mastering the math course, same was shown by the analysis of student's academic performance, so instead of one 5-credit course, Calculus I and Calculus II are offered in Ba programme as two 5-credit courses.

An academic writing course was added to the Master's programme in accordance with the student's request.

During the interviews academic staff, students, alumni, and potential employers confirmed that they cooperated with the Quality Assurance Office when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results; Programme staff takes into consideration quality assurance results when making programme related decisions; They confirmed that they were involved in the process of developing the program, that their opinions were taken into account. The academic staff confirmed that during the development of the program, they were constantly consulted by the quality assurance service regarding the requirements of the standards, as well as they were provided with information about the issues identified during the research, and evaluation analysis, and they were taken into account in their activities.

Evidence/Indicators

- The Instruction of Planning, Designing, Developing and Annulling of Educational Programmes at LEPL Gori State Teaching University (Decree N6-49 of October 26, 2021 of the Academic Council of LEPL Gori State Teaching University);
- Internal and External Evaluation of programmes;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	X	<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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

The mechanisms of external assessment are authorization and accreditation, which is carried out by the National Center for Educational quality enhancement. The recommendations presented by the accreditation experts within the framework of the previous external evaluation (accreditation) of the Programmes were fully considered in order to develop the Educational Programmes and relevant changes were made in the curricula of the Programmes.

The university uses external evaluation in order to improve the Educational Programmes, the external evaluation was carried out by the Head of the Bachelor's Studies Tourism Programme of Akaki Tsereteli State University. The recommendations of the external expert were reviewed by the self-assessment team and considered.

Evidence/Indicators

- Programme external evaluation documents.
- Internal and external evaluation results of quality assurance – Analysis.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Description and Analysis - Hotel Management, Bachelor's studies and Hotel Management, Master's studies.

Quality Assurance Policy of LEPL Gori State Teaching University serves to continuous development of the quality of the University's activities in order to achieve the strategic goals and objectives. The main principles of the Quality Assurance Policy are:

- Responsibility and accountability;
- Participation of all parties concerned;
- Publicity and accessibility.

Quality assurance system's aim is to promote the development of a quality culture at the University, with the participation of internal and external parties concerned to ensure proper quality of the ongoing processes at the University and their compliance with the requirements determined by current legislation and sub legislative acts of Georgia, which ensures continuity of the institutional authorization and educational programs of the University. Issues related to the internal quality assurance in GSU are coordinated by the university's quality assurance service. the University Quality Assurance Service in cooperation with other structural entities of the University systematically performs:

1. Assessment of educational programs;
2. Assessment of scientific research works;
3. Assessment of professional development of the personnel;
4. Assessment of the University services and material resources.

Based on the analysis of the evaluation results, the quality assurance service of the university, in cooperation with other structural units of the university and stakeholders, develops recommendations to eliminate the identified gaps and the development of relevant activities and shares them for further response. Based on the evaluation results, the heads of structural units of the university make appropriate decisions and plan proper activities. The quality assurance system is based on the principle - "Plan, do, check, act".

Quality assurance studies/evaluations are based on the current legislative and sub-legislative normative acts and guidelines approved by the resolution of the University Academic Council:

- Planning, design system's development of educational programmes Methodology;
- Procedures for approving, amending and revoking the educational programme;
- Procedure for evaluating the implementation of the educational programme of Gori State Teaching University;
- Gori State Teaching University Curriculum Evaluation Mechanism;
- Mechanism for monitoring students' academic performance at Gori State Teaching University;
- Student contingency planning mechanism, methodology and target benchmarks;
- Research Development Policy at Gori State Teaching University, mechanisms for assessing the quality of research activities and scientific productivity of staff;
- Rules for evaluating the teaching and research work of academic and invited staff;

- Procedure for evaluating the activities of the administrative and support staff of Gori State Teaching University;
- Management effectiveness monitoring mechanisms and evaluation system at Gori State Teaching University.

The institution presented:

- Stakeholders survey questionnaires, survey results, and their analyses;
- evaluation of the programs according to defined indicators;
- Questionnaire forms (academic and invited staff, graduate satisfaction survey questionnaire, employer, student survey questionnaire, evaluation of the training course by the student, evaluation of the training course carried out by professors and teachers, evaluation of the Master thesis supervisor);
- the results of the evaluation of Master thesis supervisors;
- Analysis of staff evaluation and recommendations developed for further improvement of educational and scientific research activities of academic and invited staff;
- Comparison of educational programs with similar programs of Georgia and abroad;
- Also, other university research, including employer research, graduate student research, library resource evaluation, etc.

Information on the use of stakeholder survey results, learning outcomes assessment mechanism, and internal and external assessment analysis is presented.

During the interviews students, graduates, employers, academic and invited staff - confirmed that the mentioned studies are conducted at the university, they participate in them, and their opinions are taken into account by the institution.

Evidence/Indicators

- Quality Assurance system at LEPL Gori State University;
- Evaluation rule of the academic and invited staff's study and scientific-research activities at LEPL Gori State University (Decree N09-19 of the Academic Council of March 23, 2018 of LEPL Gori State Teaching University);
- Evaluation Reports of the Bachelor and Master's Study Educational Programmes for Hotel Management;
- Comparison reports of the Bachelor's and Master's Study Educational Programmes for Hotel Management of LEPL Gori State University with the similar Programmes of Georgia and foreign universities.
- Programme learning outcomes Assessment Mechanism.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 - Hotel Management, Bachelor's studies

Recommendation(s): -

Suggestion(s): -

Programme 2 - Hotel Management, Master's studies.

Recommendation(s): -

Suggestion(s): -

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<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
Hotel Management, Bachelor's Studies, the 6th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Management, Master's Studies, the 7 th	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable): -

Name of the higher education institution: Gori State University

Name of Higher Educational Programmes, Levels:

- Hotel Management, Bachelor's Studies, the 6th;
- Hotel Management, Master's Studies, the 7th.

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
Hotel Management, Bachelor's Studies, the 6th	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

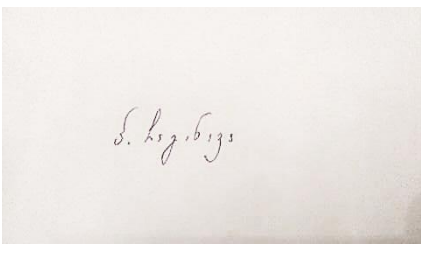
Hotel Management, Master's Studies, the 7 th	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements
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Signatures

Chair of Accreditation Experts Panel

Remigijus Kinderis, signature 

Of the member(s) of the Accreditation Experts Panel

Paata Chaganava, 

Nino Jojua, 

Giorgi Arqania, signature 