



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

**Tourism, Bachelor's educational program**

**LTD Grigol Robakidze University**

Evaluation Date 2024-04-12 and 2024-04-16

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Tbilisi

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Grigol Robakidze University LTD
Identification Code of Institution	200002120
Type of the Institution	University

### Expert Panel Members

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

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ტურიზმი
Name of Higher Education Programme (in English)	Tourism
Level of Higher Education	Bachelors
Qualification to be Awarded <sup>2</sup>	Bachelor of Business Administration in Tourism
Name and Code of the Detailed Field	Travel, Tourism and Leisure 1015
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	-
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Conditionally accredited 724144 28/06/2022
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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

<sup>3</sup> 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 Education Programme<sup>4</sup>

The tourism programme at Grigol Robakidze University (herein referred to as the University Gruni) leads to an award of a Bachelors Degree in Business Administration in Tourism. The programme is delivered in 2 campuses in Tbilisi and Batumi. The programme benefits from a large and experienced faculty, with 39 academic staff and 30 invited staff involved the delivery. The University's mission is dedicated to *'preparing competitive specialists in the job market who actively contribute to the successful future of their country'* the team found that this programme wholly aligns to that mission and is serving an important need in developing a skilled workforce to meet the growing demand for tourism professionals across Georgia. The programme also claims to be focused on developing graduates that are ready for international tourism careers, the expert panel found less evidence of this during the re-accreditation process. Overall however, the programme is suitably grounded in relevant subject matter and delivered in a manner that complies with relevant standards.

### ▪ Overview of the Accreditation Site Visit

The site visit took place in April 2024, with visits to the campuses in Tbilisi and Batumi. During the site visits the team held meetings with the administration, self-evaluation team, co-heads of the study programme, academic and invited staff, as well as students and alumni, employers and representative of the quality assurance office. The team also conducted an inspection of the facilities and resources. The team would like to place their thanks on record to the institution for their open and productive engagement with the process, including the interviews during the site visit and for the considerable hospitality shown to the team.

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

Generally the Bachelor of Business Administration in Tourism programme meets the requirements of the Standards. The team found that programme objectives and learning outcomes are appropriate, there are a wide range of teaching, learning and evaluation methods employed across the programme and student achievement is reasonable taking the national context into account. The range of teaching resources is sufficient and appropriate, including the staff resource allocated to the programme and there was evidence of processes that enable enhancement of teaching quality, together with examples. Specific compliance is as follows:

- The first standard complies with requirements.
- The second standard complies with requirements.
- The third standard complies with requirements.
- The fourth standard complies with requirements.
- The fifth standard complies with requirement

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<sup>4</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- **Recommendations**

- It is required to determine as a prerequisite the course “Information Technologies in Tourism” for the course “Geo information systems in tourism”.

- **Suggestions for Programme Development**

- Ensure effective implementation of relevant internationalization strategies to ensure that aspects of the programme objectives focused on developing graduates for international careers are fully realised.
- Develop effective strategies designed to encourage students to progress to higher level study.
- Monitor graduate outcome data based on study location (Tbilisi and Batumi) separately to understand any variability in outcomes.
- It is desirable to attribute the number of pages to the educational literature according to the academic standards in order to make it possible to match the volume of digestible material with the study time/credits.
- Enhance the level of engagement and motivation of students in scientific and research projects.
- Increase international partnership activities to encourage knowledge exchange initiatives and create additional networking opportunities for students.
- It is suggested to incorporate rules for preventing, detecting, and responding to plagiarism in study courses into the relevant document, such as the "Regulation of Student Status and Learning Process."
- It is suggested that Gruni continues to enhance international mobility opportunities for students, with a particular focus on long-term study exchange programmes.
- The team consider that the institution needs to continually monitor the quality of its research output while growing the volume of staff research activity to ensure high standards are maintained.
- It would be beneficial for various structural units within the university to partake in assessing the activities of academic staff through the use of pertinent questionnaires. Specifically, involvement from the dean, program head, and learning process manager would provide insight into the extent of collaboration between staff members and different university units throughout the educational process.
- It is advisable for the responses of External Evaluation Report to be more detailed and specific in order to provide a clearer understanding of the programme evaluation.

- **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**

The team found a number of best practices during the course of the accreditation. These included:

- The wide Range of teaching and learning methods employed on the programme that support student progression and achievement
- The Nexus system that effectively integrates various educational management functions and thereby supporting students' academic process effectively.
- The comprehensive and considered manner in which the University's internal quality assurance has addressed recommendations from the previous accreditation.
- The sizeable, committed and capable staff team in place to support the programme.

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<sup>5</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI:**  
The expert group shares the argumentative position of the HEI, which aligns with the expert group's findings and accepts the need to address the recommendation.
  
- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

In particular, the team were impressed with the demonstrable and evident progress that had been made since the University's previous accreditation. Significant reflection had taken place in relation to programme content and the institution were able to evidence a number of enhancements to the syllabus, including those discussed under Standard 1.3.

Efforts had also been made to improve the scale of research output among staff. This growth had been exponential and is acknowledged by the team. However, the team is also conscious to stress the importance of maintaining a focus on quality while growing research activity across the University.

Another area of commentary during the previous accreditation was the comparability of experience between students studying at Tbilisi and Batumi respectively. The University was also able to demonstrate progress in this respect, including through dedicated staff appointments at the Batumi campus.

### 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 HEI. 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.

##### 1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The team found that the programme objectives are clearly established, realistic and achievable. They consider the specificity of the field of study and give cognisance to level. The team also determined that the programme objective reflect the knowledge, skills and competences required by industry and that the programme aims to develop in graduate students.

The programme objectives are also consistent with the mission, goals and strategy of Grigol Robakidze University and the School of Business and Management. The institution aligns its mission with the dynamic context of the country's development, shaped by the ongoing socio-economic and political reforms. Within this broader mission, the School of Business and Management identifies its primary direction as making a unique contribution to the University's overall mission. This involves providing students with knowledge that enhances their competitiveness not only in the domestic market but also on the international stage. The School aims to prepare students to excel in various companies and government structures, equipping them with the skills necessary to initiate and manage their entrepreneurial ventures. Thus, the team found that the programme is in line with the general mission of University, which is aimed at observing high academic culture and creating intellectual wealth; towards the introduction of a high scientific-research culture and the creation of a university society with high social responsibility.

Specifically, the objectives of the Tourism bachelor program are:

- Train specialists in the field of tourism who recognize the paramount importance of tourism at both local and international levels. Equip them with the skills to meet the contemporary demands of the labor market within the established competencies for the bachelor's level.
- Provide extensive and contemporary knowledge about the field of tourism, including its various types and management aspects. Foster the development of students' professional awareness with a focus on social responsibility and ethical values. Cultivate modern professional thinking and instill habits of applying knowledge in practical activities.
- Instruct students in the latest technologies of tourism business production, cultivating the ability to efficiently utilize tourist, human, and material resources. Develop research, analysis, evaluation, priority-setting, and decision-making skills within the boundaries of their competencies. Equip students with a diverse range of competences suitable for both local and international employment, aligning with market requirements.



- Foster critical and creative thinking skills essential for navigating the dynamic environment of tourism business. Prepare students for continuous learning and advanced studies at the next educational level, ensuring adaptability to evolving industry landscapes.

As these objectives demonstrate they local labor market demands and trends, together with the needs of the international labor market. To assist the institution in meeting these objectives an online survey of potential tourism employers was conducted to investigate local labor market requirements, whereby managers of the organizations were interviewed. In addition, a focus-group meeting of employers was held at Grigol Robakidze University, where advice and recommendations for improving the program were discussed.

The team met employers who confirmed that the institution provides a critical 'pipeline' for tourism graduates to Georgian companies. However, the same employers also noted that GRUNI graduates typically require several years local experience in industry before they are ready for international career moves. These opinions align with the team's findings that despite programme goals that reflect the salient features of internationalization relevant to the discipline the institution has the potential to increase effectiveness in this aspect of its provision.

It is worth noting that the School of Business and Management has developed a strategic development plan for 2018-2025, where planned measures to strengthen the internationalization component are outlined. The team considered this a positive development. The programme now includes a English language teaching component, which was suggested by the graduates in order to improve the programme. Specifically, it includes teaching business English/French/German with the volume of 10 ECTS credits. Also, to offer English, German and French language courses with a volume of 10 ECTS credits within the framework of the compulsory training courses of the free component.

In addition, the university has developed an internationalization policy aimed at implementing rules and standards recognized by the international academic community, implementing joint educational and scientific-research programs, implementing integrated educational programs, ensuring international mobility of students, academic and administrative staff, participating in international exchange programs, international professional Through participation in associations and other activities. To help meet these strategic objectives the University provides supports to academics and students to participate in international conferences, to publish scientific papers into foreign journals, in organizing foreign study tours and etc..

Internationalization processes are managed by the International Integration Center. The university has signed a memorandum of cooperation with World Economic Forum, Azerbaijan University of Tourism and Management and Libra Alliance. Currently, engagement has centered more on online and flexible forms of international engagement rather than full periods of mobility, for example 15 students participated in a study tour (in Turkey). According to the self-evaluation report, 3 students and 2 academic staff were involved in international mobility programs of academic staff and students.

The university administration is actively working to attract foreign professors, although these efforts have not yet proven successful. During the accreditation visit, the Head of International Integration Center mentioned that representatives of academic staff and students participated in international conferences. Grigol Robakidze University has been actively participating with the National Cultural Tourism Network (ECTN) since 2014.

The programme objectives are public, accessible and shared by the persons involved in the programme.

**Evidences/Indicators**

- Tourism Bachelor's Program (Appendix 1.1)
- Mission of the University (Appendix 1.2)
- Business and Management School Development Strategy (Appendix 1.3)
- Research of the Labor Market and Employers (Appendix 3.1)
- Website: <https://gruni.edu.ge/>
- Interview results

**Recommendations:**

- None

**Suggestions for the Programme Development**

- Ensure effective implementation of relevant internationalization strategies to ensure that aspects of the programme objectives focused on developing graduates for international careers are fully realised.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	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 specifics of the study field.

➤ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Learning outcomes of the Tourism bachelor's programme correspond to the aims of the programme and cover main knowledge, skills and/or responsibility and autonomy envisaged by the content. In particular, learning outcomes are divided in three main groups - knowledge and understanding, skills, responsibility and autonomy (10 outcomes) as follows:

1. **Knowledge and understanding** – student
  - 1.1. Describes the peculiarities of business management, the basics of socio-economic and legal regulation, the main functions of management and their interdependence in managerial activities;
  - 1.2. Understands the principles of teamwork, human resources and operations management, ethics and social responsibility;
  - 1.3. Describes the economic nature of tourism, the types of tourist-recreational resources, the specificity of the infrastructure and products of the tourist and resort industry;
  - 1.4. Understands the potential of tourist flows, sales strategies in the tourism and hospitality system, methods of calculating the cost of the tourist product and the demand for accommodation facilities.
2. **Skills** - student
  - 2.1. Organizes the preparation of a new excursion, drawing up a technological map and the process of determining the excursion route.
  - 2.2. Plans tour and local projects, determines the budget, necessary human and material resources, uses modern information technologies and applications, makes reservations for railway, automobile and air tickets, as well as museums, hotel rooms and other tourist facilities.
  - 2.3. Conducts small research in the tourist market and analyzes the current processes, cultural and socioeconomic differences of the countries of the world, the impact of tourism on the natural and sociocultural environment and develops proposals for the sustainable development of tourism at the national or local level.
  - 2.4. Modeling the behavior of tourism product users, offering tourism products and communicating in a business environment.
3. **Responsibility and autonomy** – student
  - 3.1. Independently obtains information in the field of tourism, analyzes it and makes decisions;
  - 3.2. Evaluates own skills and abilities, plans ways of professional development.

The learning outcomes of the programme are measurable, achievable and realistic; are consistent with the appropriate level of qualification and detailed field descriptor and the qualification to be awarded. The team confirmed that learning outcomes are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF).

During the study of the self-evaluation report and attached documents, as well as the accreditation visit, it was confirmed that programme's outcomes are consistent with employment demands of graduates in the field and suitably prepare graduates to continue their education at higher levels. They are also consistent with the peculiarities of the field of study and labour market demands. It should be noted, according to the self-evaluation

report that, in the last five years, despite the teams finding that programme learning objectives help to prepare students for higher study, the number of graduates who have passed to the next level of higher education is 1%. The institution informed the team that there is a combination of factors impact this low progression, including the need for a Masters to secure employment in the Georgian tourism sector, cost and family commitments. In the same period, 77.4% of graduates were employed, 51.6% of them - according to qualification. There is no information about the empirical evidence according to Tbilisi and Batumi locations separately to determine if outcomes are comparable based on the location of study. The team considered it advisable to monitor graduate outcomes by campus to enable the institution to better understand the comparability of experience. The team also considered the institution could do more to encourage progression to postgraduate study among the student body.

The accreditation process shows that development of the learning outcomes of the programme is a collaborative process and involves all stakeholders: academic and visiting staff, students, graduates, employers. The team concluded that this helps the institution to ensure that transparency and understanding of learning outcomes is achieved across the learning community.

### Evidences/Indicators

- Tourism Bachelor's Program (Appendix 1.1),
- Map of Program Goals and Learning Outcomes (Appendix 1.5)
- Curriculum map (Appendix 1.6)
- Documents of the Program Committee and the Alumni and Employers Committee (Appendix 1.7)
- Analysis of Labour Market needs (Appendix 3.1)
- Information on the career development of graduates
- Website: <https://gruni.edu.ge/>
- Interview results.

### Recommendations:

- None

### Suggestions for Programme Development

- Develop effective strategies designed to encourage students to progress to higher level study
- Monitor graduate outcome data based on study location (Tbilisi and Batumi) separately to understand any variability in outcomes.

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	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 evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
  - Programme learning outcomes assessment results are utilized for the improvement of the programme.
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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The University consider the evaluation of learning outcomes as an integral component of the monitoring of the educational programme. The team found considerable evidence these processes are robust and effective. A monitoring and evaluation plan is in place that includes methods of evaluation, timing and benchmarks as well as detailing responsible individuals and departments. Learning outcomes are monitored every three years and during the interim period the Programme Committee are responsible for monitoring provision and making modifications where they are required.

During the reporting period, several modifications were implemented in the programme based on recommendations from the Accreditation Council and experts. Notably, study prerequisites were introduced into the syllabi of the tourism program. Specific disciplines, including environmental and adventure tourism, international tourism, tourism transportation services, gastronomic and wine tourism, tourism marketing, tour operating, hospitality management, hotel management, event administration, sales in tourism and hospitality management, along with the "Introduction to Tourism" teaching course and, in 2023, in order to address heightened competition in higher education and anticipating the sustained growth of tourism in the country, a new discipline, "Fundamentals of Financial Management," was developed. This addition was endorsed by external evaluation and supported by joint recommendations from the Programme committee and the committee of employers and graduates. The new discipline has been included in the compulsory specialty disciplines module of the programme, providing students with the opportunity to deepen their understanding of financial management, corporate governance, financial planning, forecasting of accounts, asset valuation, and methods for calculating the economic efficiency of capital investments.

Literature updates were also applied across basic, university, and free credit study courses. Additionally, the syllabus for "Fundamentals of Business Law" was enriched with new topics, and the literature underwent revisions. A refinement of teaching-learning methods was implemented in tourism undergraduate programs, affecting several syllabi.

In response to the recommendations of the Accreditation Council, several significant additions were made to the mandatory specialty disciplines of the undergraduate tourism education program. Notably, "Human Resource Management," "Operations Management (introductory course)," and "Fundamentals of Project Management" were incorporated. Additionally, the teaching course "Leadership" was added to the free components module of the programme. On the advice of the Employers and Graduates Committee, "Foreign Language for Business I" and "Foreign Language for Business II" were introduced.

The team concluded that this extensive range of examples more than demonstrates active evaluation mechanisms for the programme and it's learning outcomes that leads to tangible improvements being made.

**Evidences/Indicators**

- The Self-Evaluation Report
- Tourism Bachelor's Program (Appendix 1.1),
- Map of Program Goals and Learning Outcomes (Appendix 1.5)
- Curriculum map (Appendix 1.6)
- Documents of the Program Committee and the Alumni and Employers Committee (Appendix 1.7)
- Interview results.

**Recommendations:**

- None

**Suggestions for the Programme Development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
  - The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.
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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The programme is designed according to HEI's methodology for planning, designing and developing educational programmes. The programme is designed in accordance with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS). The programme has also been compiled in compliance with the rules for the development and implementation of educational programs. The qualification - Bachelor of Business Administration in Tourism - will be awarded in accordance with the content of the programme and the learning outcomes.

The credit volume of the tourism education programme is 240 (1 credit = 25 hours) credits across 8 semesters in 4 academic years. The academic year includes 38 working weeks and consists of two semesters - autumn (19 weeks) and spring (19 weeks). Programme outcomes are achieved through the learning of individual disciplines - the relevant syllabi determine both the volume of learning material and learning/teaching and assessment methods. The standard load of a student within the academic year is 60 credits. However, they are allowed to accumulate no more than 75 credits per year.

The study courses of the programme are presented in the curriculum in the following components: compulsory study courses of the main field of study - 155 credits; elective courses of the main field of study - 55 credits; mandatory training courses of the free component (instrumental module - 20 credits), optional training courses of the free component (cultural-historical disciplines module - it is mandatory to collect 10 credits). The content, volume and complexity of the programme corresponds to learning cycle. The programme content and structure are consistent with the qualification to be awarded and ensure the achievement of programme learning outcomes. The learning outcomes map shows the links between the major field of study courses with the learning outcomes of the programme. During the interview academics described the process of linkage of teaching courses outcomes to the programme outcomes.

In the process of the development of the programme, the institution took into account all the recommendations of the Accreditation Council regarding the prerequisites and structure of the programme. The structure, aims and results of the programme were revised to better reflect the sectoral characteristics of business administration within the context of tourism. As described in Standard 1.3, several new courses were introduced, including "Human Resource Management," "Operations Management (Introductory Course)," "Fundamentals of Financial Management," "Fundamentals of Project Management," "Business-Foreign Languages (English, German, French)," and "Leadership.". The syllabus for "Fundamentals of Business Law" underwent significant updates. These changes collectively aim to strengthen the programme's alignment with industry needs, enhance the qualifications of graduates, and provide a comprehensive education in tourism business administration. The modified programme structure is consistent; teaching and scientific research components of the programme (including each individual course) are logically organized and logical development of the content is ensured. Admission preconditions to the next component are adequate, except of the teaching courses – "Professional practice" and "Geo information systems in tourism". The syllabi of "Professional practice" consist the information about prerequisite, but the information is missed in the curriculum. Therefore, in the case of "Geo information systems in tourism", it is recommended to determine as a prerequisite the course "Information Technologies in Tourism".

Accreditation experts scrutinized the compulsory and additional literature of each training course and confirmed they are updated and based on teaching resources recognized in the Georgian and international educational space. In some cases, courses include resources developed by the lecturers of the training courses themselves. Thus, the programme considers new research findings and modern scientific achievements.

The HEI ensures the publicity and availability of the information on the program, that is located on Grigol Robakidze University web-site and electronic academic process management system "Nexus".

#### Evidences/Indicators

- University Educational Program Standard (Appendix 1.9)
- Tourism Bachelor's Program (Appendix 1.1)
- Curriculum Map (Appendix 1.6)
- Minutes of the Joint Meeting of the Tourism Bachelor's Program Committee and the Alumni and Employers Committee (Appendix 1.7)
- Comparison with similar programs (Appendix 1.4)
- <https://gruni.edu.ge/schools/index/1442824896>
- Electronic academic process management system "Nexus"
- Interview results.

#### Recommendations:

- It is required to determine as a prerequisite the course “Information Technologies in Tourism” for the course “Geo information systems in tourism”.

#### Suggestions for the programme development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<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.
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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

During the evaluation process of the programme and syllabus, the compliance of the learning outcomes of the individual study courses with the learning outcomes of the programme was verified. The curriculum map presents the relationship of the learning outcomes of the compulsory courses with all ten programme outcomes, following the levels of familiarization, deepening and reinforcement. The learning outcomes of the academic course/subject of the main field of study are in line with programme learning outcomes. The content of each academic course/subject corresponds to the learning outcomes of this course/subject.

Most of the courses in the program amount to 5 ECTS credit which is determined not by only administrative considerations of the programme, but also the content of the courses. The number of credits allocated for each teaching course correspond to the content and learning outcomes of the course in question, also, the ratio between contact and independent hours is adequate and considers particulars of the course.

Multifaceted teaching and learning methods are used in the educational process including: lecture, group work and practical work, synchronous online learning, e-resource learning, induction, deduction, analysis, work on the book, verbal explanation, demonstration, independent study, problem based learning (PBL), discussion/debate, role play and case analysis. Every learning outcome of each academic course or subject is assessed.

By checking the syllabus of the programme, the team found that the academic literature and educational materials have been updated not only in the academic courses required under previous recommendations, such as information technologies in tourism, hospitality management, touristic and recreational resources of Georgia but also, in all study courses of the programme. In addition, scientific-research articles published by the staff implementing the programme were added to the syllabi of the academic courses as additional literature. The content of the syllabus of the "Fundamentals of Business Law" course was updated, additional topics relevant to business law were added to the existing subject matter (from the general part of the obligation law, contract law, labor law and others). A new syllabus was also developed in "History of Georgia and Civilizations" according to the bachelor teaching level.

In the bibliographic data indicated in the syllabi of the courses, there is no information about the number of pages or volume of the teaching materials, to assess its adequacy in reflecting a suitable load of training material with consideration the time determined by the credit.

#### **Evidences/Indicators**

- Tourism Bachelor's Program (Appendix 1.1) and syllabuses
- Curriculum Map (Appendix 1.6)
- Assessment of learning outcomes (Appendix1.12)

**Recommendations:**

- None

**Suggestions for the programme development**

- It is desirable to attribute the number of pages to the educational literature according to the academic standards in order to make it possible to match the volume of digestible material with the study time/credits.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the Programme with the Standard**

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<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 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.

### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme delivered by Grigol Robakidze University has relevant, transparent, fair, public and accessible programme admission requirements. These specify that 'a citizen of Georgia with a state certificate confirming complete general education or a document equivalent to it, based on the results of the unified national exams, has the right to enroll in the bachelor's program of tourism'. Subject priorities and coefficients are determined by the School of Business and Management and this is outlined in the programme and on University website. Programme admission preconditions take programme characteristics into account and ensure admission of the students with relevant knowledge, skills and competences for mastering the BA programme. As the table below shows, the programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language, namely:

Exam	Coefficient	Priority
Georgian Language and Literature	3	3
Foreign Language (English, German, France, Russian)	4	2

*One of the results from the following compulsory subjects:*

Mathematics	5	1
Geography	5	1
History	5	1

The team therefore concluded that the programme's admission preconditions are fair, public and accessible and it is emphasized that without the results of the Unified National Exams, the admission or enrollment of students to the tourism undergraduate educational programme, or enrollment in the mobility mode follows the rules established by current legislation. Enrollment on a mobility basis is possible twice a year, within the deadlines established by law. The procedures for admission and enrollment are outlined in the university's regulation titled "Regulations of the

Student Status and Educational Process." This regulation is available on the institution's website at [https://gruni.edu.ge/footer\\_content/index/325/1447832401](https://gruni.edu.ge/footer_content/index/325/1447832401). Applicants are required to follow the specified procedures and rules to successfully enroll in the programme.

#### Evidences/Indicators

- Tourism Bachelor's Program (Appendix 1.1),
- Methodology for planning the number of students in the educational program (Appendix 3. Standard of the university educational program. Article 25)
- [https://gruni.edu.ge/menu\\_content/index/384](https://gruni.edu.ge/menu_content/index/384)

#### Recommendations:

- None

#### Suggestions for the programme development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	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.

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### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The curriculum of programme is presented by various subjects, some of the courses are basic and constitute pre-requisites for other courses. The structure of the programme is built by obligatory (core) and elective (free) subjects for business administration, management and tourism. Some tools that help students develop their practical and analytical skills are also embedded in the programme curriculum.

The internship that is offered in the 8<sup>th</sup> term of the programme provides students with the opportunity to apply theoretical knowledge gained in the classroom to real-world scenarios within the tourism sector. Besides, the University's collaboration with other national institutions such as: the National Tourism Administration, Federation of Hotels and Restaurants, and Resorts Development Agency ensures that educational activities are aligned with industry needs and standards. This connection to industry stakeholders enhances the practical relevance of the educational experience for students. Based on the information collected through the Self-Evaluation Report, and evidence detailing the learning outcomes of the programme, together with the results of the site-visit interviews the team were able to determine that the practical, creative and performative components of the programme are organized and planned in accordance with the learning outcomes of the programme and also correspond to the appropriate level of education.

In the framework of the practice component, and/or a scientific research and performance projects, a student is supervised by a qualified person in the field who evaluates their activity. Students are involved in different social activities, planning tours, they participate in incentives/projects. Nevertheless, the team considered it advisable for the institution to increase the level of engagement and motivation of students in scientific and research projects. The panel considered this was one means of encouraging students' pursuit of higher-level study, which has been identified elsewhere in this report as an area for programme development. The team also considered the institution should take practical steps to further enhance international cooperation as it will open valuable global perspectives for students and will increase capacity and the institution's capability in relation to sharing cross-cultural experiences.

### **Evidences/Indicators**

- BA Program in Tourism
- School of Business Development Strategy (Annex 1.3)
- Collections of International Scientific Conferences (Annex 7.12)
- Report on the International Mobility of Students and Staff (Appendix 7.11)
- Self-Evaluation Report of Higher Education Programme
- Interview results

**Recommendations:**

- None

**Suggestions for the programme development**

- Enhance the level of engagement and motivation of students in scientific and research projects.
- Increase international partnership activities to encourage knowledge exchange initiatives and create additional networking opportunities for students.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the information collected through the Self-Evaluation Report, the syllabus and the results of the site-visit interviews the team were able to confirm that the purpose of teaching and learning methods in tourism courses is to equip students with the knowledge, skills, attitudes, and experiences necessary to thrive in the dynamic and competitive field of tourism. These include communication, problem-solving, critical thinking, teamwork, leadership, cultural competency, marketing and sales, event planning, and customer relationship management skills. The tools for developing these skills are internships, field trips, case studies, simulations, and practical projects that are offered embedded course features during the 8 terms of study (4years). Students confirmed to the team that these methods allow students to apply theoretical knowledge in real-world settings, gain hands-on experience, and develop practical skills that are directly relevant to their future careers in tourism. The team concluded that teaching and learning methods are flexible and take into account the individual needs of students. If necessary, tailored arrangements are created and utilized based on the interests and academic readiness of the student; this attitude was confirmed during the interview session with students. Thus, the teaching and learning methods presented in the syllabi of the programme correspond to the level of education, course content, student learning outcomes and ultimately help to ensure their achievement.

#### Evidences/Indicators

- Programme specification
- Course Syllabi
- Interview results

#### Recommendations:

- None

#### Suggestions for the programme development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	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.

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### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The University has established internal regulations and procedures for student evaluation that the team determined are fair, transparent, reliable and in accordance with the existing legislation of Georgia. The institution's internal regulations specify that the study component of the programme is assessed using a 100-point system. The mid-term evaluation contributes a maximum of 60 points, while the final assessment accounts for a maximum of 40 points. Each of these evaluation methods has a specified minimum competency threshold: for mid-term evaluation – 21 points, for final evaluation – 21 points.

The assessment system includes five types of positive and two types of negative evaluation –

(A) Excellent - 91-100 points;

(B) very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points;

(FX) Unsatisfactory - 41-50 points, which means that the student needs more work to pass and is granted the opportunity to take an additional exam with independent work. Re-sit examinations must be scheduled no later than 5 days after the announcement of the final exam results. If the student fails again, they must retake the course;

(F) Failed – 40 points or less, which means that the work carried out by the student is of insufficient quality and they have to study the course from the beginning again.

For “professional practice” components students are evaluated with the same 100-point assessment system. Mid-term evaluation includes a 30-point presentation and a 30-point demonstration of practical work. The 40 points of the final evaluation require students to present a practice report.

Students are provided with information about the evaluation, methods, components, and criteria for each study course in advance, as syllabi are uploaded and accessible through the electronic learning management system – “Nexus”. Further clarification regarding the evaluation system is given during the initial lecture of the course. Based on its review of the syllabi, the expert panel determined that the assessment components and methods for each course align with the subject's specificity and are relevant to achieving the learning outcomes. The institution has adopted mechanisms to analyze student evaluation outcomes and utilize them to enhance the teaching process. Student evaluation results are used as a direct form of learning outcome assessment.



During the site visit students confirmed that they receive feedback on their assessment, together with guidance that enables them to build on their strengths and address areas for improvement. Following the assessment of students, lecturers offer general feedback during the subsequent lecture.

Students are able to appeal assessment results and they confirmed to the team that the process is made known to them in advance. According to the “Regulation of Student Status and Learning Process”, if a student believes that their knowledge was not objectively evaluated within the framework of a specific component of the discipline or the defense of their qualification paper, or if they believe that there was an objective factor that led to a negative evaluation, they can submit a substantiated statement to the dean of the school. The appeal statement must be submitted within 3 days after the evaluation is published, and the review should take place no later than 10 days after the application is registered. The appeal will be considered by a temporary commission created by the dean of the school, which consists of at least three members, including the chairman of the commission. The dean of the school may, by decision and/or at the request of the student, invite a specialist (in the case of a qualification paper) to serve as a member of the commission. The commission will then decide to approve or reject the appeal of the student by a simple majority vote. It is not permitted to make a decision that would lower the student's grade. Interview results confirm that students are familiar with the existing appeal mechanism and find it fair, transparent, and objective.

The University has established the requirements of academic style and internal regulations and mechanisms for academic integrity, plagiarism prevention, detection, and response, all of which are utilized in the student assessment process. General provisions regarding plagiarism are included in each syllabus of study courses. More detailed information about plagiarism is covered in the “Standard for Scientific Research Work”. It should be noted that the evaluation of students in study courses, including the issue of plagiarism, is not related to scientific research. Therefore, it is suggested to incorporate rules for preventing, detecting, and responding to plagiarism in study courses into the relevant document, such as the "Regulation of Student Status and Learning Process."

#### **Evidences/Indicators**

- Self-evaluation report;
- Programme curriculum and syllabi;
- “Regulation of Student Status and Learning Process”;
- “Standard for the Educational Program”;
- “Standard for Scientific-research Work”;
- Website – [www.gruni.edu.ge](http://www.gruni.edu.ge)
- Interview results.

#### **Recommendations:**

- None

### Suggestions for the programme development

- It is suggested to incorporate rules for preventing, detecting, and responding to plagiarism in study courses into the relevant document, such as the "Regulation of Student Status and Learning Process."

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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### 3. Student Achievements, Individual Work with Them

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

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#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

Having considered the University's documentation and interview results, the expert panel finds that the programme has the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counselling on employment, and supporting career development. The expert panel observed that overall, students and alumni (from both – Tbilisi, and Batumi representative office) express satisfaction with the student services and counselling provided by Gruni.

Interview findings from students and alumni of the programme confirm that students receive appropriate and efficient consultation and support from academic, invited, and administrative personnel. Information about the consultation hours of academic and invited personnel is provided to students in advance. Additionally, the Rector holds meetings with students twice a semester. Regular meetings are also held with the Dean and the Programme Head at the beginning of the semester, before mid-term exams, and before final exams ("Dean's hour"). These meetings aim to share information, address student needs, and discuss initiatives for academic improvement and student life. GRUNI supports students in integrating into the university community and familiarizing themselves with the internal university space.

The institution provides students with a range of extracurricular opportunities such as conferences, projects, and training, both locally and internationally. Extracurricular activities for the programme include public and field lectures, webinars, tours and meetings with field specialists, etc. Information about these activities is shared with students and alumni through various channels, including corporate email, the University website, as well as through the institution's official Facebook page. Gruni also provides information about available vacancies and job opportunities to students and alumni. To foster career development among students, the institution organizes meetings and forums with partner organizations (potential employers). Furthermore, as highlighted by students and alumni during the interviews, academic and invited personnel also contributed to their employment.

The institution has established partnerships with foreign higher education institutions (HEIs) through memorandums for the programme and participates in Erasmus+ exchange programmes. According to the studied documentation and interview results, the international mobility of students has been relatively limited. Institutional representatives attributed this limitation to the pandemic and subsequent challenges. Nevertheless, they have recently formalized more partnerships with foreign HEIs and are working to strengthen this area. Based on the findings, it is suggested that Gruni continues to enhance international mobility opportunities for students, with a particular focus on long-term study exchange programs. The panel considered this especially important as the pandemic had now abated and similar institutions have managed to scale international mobility for students back up successfully.

The institution has implemented mechanisms to receive and analyze feedback from students and alumni. This involves conducting various surveys, including evaluations of study courses, lecturers, acquired knowledge, and student satisfaction with the learning experience and student support services. Interview results confirmed that Gruni considers their feedback. The involvement of students and alumni in the self-evaluation process was also ensured, as confirmed during the site visit.

#### **Evidences/Indicators**

- Self-evaluation report;
- Survey results;
- Memoranda with foreign HEIs;
- Memoranda with partner organizations;
- Order N12-04/010 of the Dean of the School of Business and Management on “approval of self-evaluation group”;
- Order N12-04/011 of the Dean of the School of Business and Management on “the distribution of functions of the members of the self-evaluation group”;
- International certificates of students;
- Conferences 2019-2023;
- Information regarding student participation in exchange programs;
- Information regarding career support;
- Website – gruni.edu.ge;
- Interview results.

#### **Recommendations:**

- None

#### **Suggestions for Programme Development**

- It is suggested that Gruni continues to enhance international mobility opportunities for students, with a particular focus on long-term study exchange programmes.

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

This standard was not applicable

#### Evidences/Indicators

- N/A

#### Recommendations:

- N/A

#### Suggestions for the programme development

- N/A

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	N/A	N/A	N/A	N/A

#### Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<b>X</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.
- 

### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

Following interviews with the university's senior managers and scrutiny of the evidence provided, it became clear to the panel that the university utilises an accurate and transparent faculty recruitment process that is compliant with Georgian legislation. The selection criteria for academic staff are detailed and tailored specifically to the tourism sector's demands, emphasising candidates with substantial international and academic pedagogical experience. This approach ensures that the faculty meets and enriches the programme's objectives in alignment with the university's aspirations. A legal framework established by the rector specifies the conditions for faculty competitions, including deadlines, available positions, required qualifications, and the composition of the selection committee. This framework guarantees that the selection process is conducted fairly and transparently. The interview with the head of human resource management indicated that the University's human resource management policy is designed to attract, retain, and optimally utilise qualified personnel. This policy facilitates the monitoring and evaluation of educational and scientific activities, contributing to the effective allocation of tasks and maximising the functional distribution of personnel.

The interviews with the academic personnel and examining their CVs showed that the academic staff in the tourism programme demonstrate significant engagement in research and scholarly activities. In total, for the past five years, the faculty managed to publish 692 articles. This is reflected in their prolific output of articles in recognised journals, conference presentations, and participation in research grants and publications. This represents significant growth since the previous accreditation and the team consider that the institution needs to continually monitor the quality of its research output while growing the volume of staff research activity to ensure high standards are maintained.

The University ensures the programme maintains a balanced team of 39 academic staff members, including 33 affiliated with the university as well as making use of a further 30 visiting staff, creating a favourable staff-to-student ratio that facilitates teaching and research. This composition includes professors, associate professors, assistant professors, and assistants, all contributing to a dynamic educational environment. The structure supports the delivery of course content and ensures the programme's sustainability through a blend of permanent and temporary staff, enabling flexibility in teaching and research activities.

The university has instituted a system to manage the workload of both academic and visiting staff, developed through insights gained from staff surveys on time allocation. This system allows for flexible workload limits tailored to the university's needs and the individual capacities of staff, thus promoting academic freedom.

Academic staff, particularly those affiliated with the university, often engage in practical activities with governmental or non-governmental organisations. This engagement enriches the educational programme by integrating real-world experiences and contemporary issues into the curriculum.

The management of teaching responsibilities is structured such that affiliated academic staff primarily focus on lectures, while assistants and invited specialists take on seminars and practical classes. This arrangement ensures that all educational components are covered efficiently and effectively, with materials prepared and student assessments conducted as per university standards.

During the interviews, it became clear the academic personnel was aware of consultation responsibilities and these are held upon students' request within the prescribed timetable. The university regularly evaluates the performance of all staff based on established criteria, coordinating these evaluations through its quality assurance and human resources departments. This comprehensive evaluation process ensures that all personnel contribute effectively to the programme's goals, including student counselling and programme development, thereby maintaining high standards of educational excellence. The team scrutinised programme data detailing student demographics. It showed that the number of students who matriculated in the past five years steadily increased, including from 54 to 88 in the past year. Additionally, the coefficient of the number of students and affiliated staff stands at 0.14, students and teaching staff at 0.28, and the ratio between affiliated and academic personnel is 1.3. the retention rate of academic personnel is around 94 % versus invited at around 93%.

The programme is managed by a Head and a Deputy Head of Programme. The Head brings extensive experience from the state tourism sector, business and academia. As an affiliated professor, their active involvement includes overseeing the programme's implementation, development, and continuous improvement. They collaborate closely with the Deputy Head to evaluate and enhance the programme, ensuring it meets high academic excellence and relevance standards in the field.



The programme is well-supported by many administrative and support staff, totaling 107 individuals. This team, consisting of service heads, centre heads, and specialist coordinators, is crucial in providing comprehensive student support and ensuring smooth programme operations.

The School of Business and Management, the primary educational unit for the programme, is responsible for its thorough execution. Led by a Dean, alongside deputy deans and a Quality Assurance Coordinator, and supported by an Administration Manager, the school ensures that the programme adheres to the university's high standards and regulations.

Additionally, the university employs specialised support staff, including a dedicated Project Manager and an academic expert focused on plagiarism prevention. These positions are crucial in assisting students and staff with project development and academic integrity, significantly contributing to the programme's overall effectiveness and success.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>6</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>7</sup></b>	<b>Among them, the affiliated staff</b>
Total number of academic staff	<b>39</b>			<b>33</b>
- Professor	11			8
- Associate Professor	21			18
- Assistant-Professor	3			3
- Assistant	4			4
Visiting Staff	30			–
Scientific Staff	0			–

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<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

### Evidences/Indicators

- The self-evaluation Report
- Interviews with academic staff. Program head and deputy program head, with invited personnel.
- Human resource management policy
- CVs of academic personnel
- The document of program head functions and responsibilities
- The document of academic personnel functions and responsibilities
- The Functions of administrative staff

### Recommendations:

- None

### Suggestions for Programme Development

- The team consider that the institution needs to continually monitor the quality of its research output while growing the volume of staff research activity to ensure high standards are maintained.

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

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### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

This standard is not applicable

#### Evidences/Indicators

- N/A

#### Recommendations:

- N/A

#### Suggestions for the programme development

- N/A

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	N/A	N/A	N/A	N/A

### 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.
- 

#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

During the site visit, it became clear that the scientific work conducted by staff at Grigol Robakidze University is constantly evaluated according to the staff assessment system focused on enhancing professional development. The university uses established evaluation indicators, self-evaluation tools, and student survey forms to measure the performance of its staff in teaching, research, and overall job satisfaction. The Quality Assurance Service (QAS) department regularly monitors these evaluations and analyses the results to identify improvement areas and growth opportunities.

The team were able to confirm that the university's QAS formulates recommendations tailored to the professional development needs of its staff. To support these needs, the university has set up targeted professional development programmes that include training in interactive teaching methods, information technology, syllabus development, critical thinking, and active teaching. Additionally, the university motivates its personnel to participate in external teaching courses and seminars to further their skills and expertise. Training events and conferences undertaken by staff from the bachelor's programme in tourism at Gruni include:

- *October 19-22, 2022 - XV International Conference of European Cultural Tourism*
- *November 22 to December 5, 2022 - Training on Academic and Research Skills*
- *February 9, 2023 - Research Seminars with Texas A&M University*
- *March 2 and 7, 2023 - Webinars on Scientific Databases*
- *March 10, 2023 - EU Program Workshop on Researcher Mobility*
- *July 8, 2023 - Workshop on Digital Products in Tourism*
- *October 18-21, 2023 - XVI International Conference of European Cultural Tourism*
- *November 10, 2023 - Turnitin Training*

The university also partners with other institutions, offering staff opportunities to enhance their capabilities. Each year, the university collaborates with the European Scientific Institute (Macedonia) to sponsor staff participation in an international multidisciplinary scientific forum, covering all associated expenses to promote broader academic engagement. Moreover, the university supports the publication of staff research through the independent publication of monographs, lecture courses, readers, and articles. The university also operates scientific research management and international integration centres. These centres provide organisational and financial backing for various scientific research initiatives.

The university has established a Scientific Research and Creative Initiative Development Fund to foster a culture of research and innovation. This fund is managed by a collegial body, a committee responsible for reviewing and financing projects proposed by staff and students, enhancing the university's commitment to research and development.

### Evidences/Indicators

- The self-evaluation Report
- Staff satisfaction survey
- CVs of academic personnel
- Standard of scientific-research activity
- The interviews with academic personnel
- Action plan for professional development of staff
- Activity of the staff implementing the undergraduate tourism program

### Recommendations:

- None

### Suggestions for the programme development

- None

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

During the site visit, the team observed that the programme in tourism is supported by the necessary infrastructure and technical facilities designed to optimise the learning experience for students and academic staff. The university has committed to providing a technologically rich environment where academic activities thrive. Classrooms and learning spaces have modern IT technologies and electronic teaching resources.

The Nexus service system is an electronic portal that integrates various educational management functions and the team considered it supports students' academic process effectively. This service is crucial for students and staff, offering streamlined access to course materials, announcements, and other essential academic information, ensuring that the educational community is well-informed and connected. During the facility observation, the evaluation team had an opportunity to see the system in action.

The university maintains a modern library that supports the programme's smooth implementation. The interview with the Head of the Library highlighted that the materials are constantly updated with the latest publications and textbooks relevant to the tourism and business administration fields. The library expanded its collection significantly in the most recent reporting period, adding 143 e-books and 283 physical books. This included 27 new e-books, specifically in tourism, and additional business administration resources. However, during the site visit to the Batumi campus, the library staff failed to present hard copies of the textbooks. Although the electronic versions were available. Also, the library services include the access to the scientific databases.

The university has invested in a substantial computer park, which comprises 181 personal computers and laptops that are readily accessible to students. This includes a dedicated setup of 56 units at the Batumi representative office, ensuring that resources are evenly distributed and accessible to all students, regardless of location.

Additionally, the university maintains a website that acts as a central communication and information hub. The website provides essential contact information, detailed insights into the university's structure, educational programmes, academic staff, and an electronic library catalog. Regular updates ensure that all stakeholders can access the most current and relevant information, facilitating a transparent and informed academic environment.

#### **Evidences/Indicators**

- Library facility observation
- MoU about the databases
- Infrastructure and Technical Equipment document

#### **Recommendations:**

- None

### Suggestions for the programme development

- None

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	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 the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programmes budget is designed to be self-sustaining and funded entirely by tuition fees. The largest expenditure is staff salaries, emphasising the importance of quality faculty. Modest amounts are set aside for international mobility, library resources, and infrastructure upgrades, reflecting targeted investments in academic quality and global exposure. Practical training and professional development receive smaller portions of the budget, suggesting potential areas for increased funding to enhance hands-on learning and staff skills. Significant reserves are also maintained for unforeseen expenses, indicating prudent financial planning. The budget supports essential academic and operational needs while highlighting areas for potential enhancement.

#### Evidences/Indicators

- The programme budget.
- Interviews with the administration.

#### Recommendations:

- None

#### Suggestions for the programme development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>



## 5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The Quality Assurance Service operating at Grigol Robakidze University establishes internal mechanisms of quality assurance and relies on the PDCA cycle, which means conducting the process based on the following principle - "Plan, Do, Check, Act".

Issues of programme development and quality assurance are mainly regulated by several documents valid in the institution such as "Educational Program Standard" and "Quality Assurance Mechanisms". Quality assurance is also based on the country's general regulations. Within the Quality Management Regulations delineated by the Quality Assurance Service, descriptions of activities, along with specified deadlines for their execution, are provided. The QAS operates in accordance with a devised action plan spanning a calendar year, encompassing key tasks aligned with the primary objectives. Various pertinent structural units of the university are actively engaged in formulating educational programmes. The annual action plan comprehensively encompasses measures essential for the evaluation and enhancement of both the educational process and associated resources.

During interviews, there was notable collaboration between programme personnel and the quality management service. This collaboration is instrumental in orchestrating the programme's quality assessment process, crafting assessment tools, and executing evaluation requirements.

As can be seen from the interviews and evidence provided to the team, the affiliated academic staff establishes an individual plan for the implementation of scientific activities at the beginning of each year, and an individual plan for teaching-methodical work at the beginning of each semester. At the end of the academic year, staff will report on the implementation of these plans to the academic schools, which will analyze and report the results to the QAS.

It would be beneficial for various structural units within the university to partake in assessing the activities of academic staff through the use of pertinent questionnaires. Specifically, involvement from the dean, program head, and learning process manager would provide insight into the extent of collaboration between staff members and different university units throughout the educational process. Conducting evaluations of both academic and scientific research activities, as well as professional development initiatives among staff, can

significantly enhance the productivity of our academic endeavors. This process can also contribute to the continuous improvement of staff qualifications and professionalism, fostering a culture of innovation aimed at advancing the university's development and elevating its overall quality. Accordingly, the assessment of academic and visiting personnel should not be limited to the presentation of an individual plan for the implementation of scientific activities updated annually.

The programme undergoes ongoing monitoring and periodic evaluation through surveys targeting various stakeholders, including academic and visiting faculty, administrative and support staff, students, alumni, employers, and other relevant parties. The team found evidence that feedback from these groups is embedded into the PDCA approach and therefore acted upon.

**Evidences/Indicators**

- T Educational program standard
- Regulation of quality assurance service
- Quality assurance mechanisms
- Quality Management Regulations
- Survey, report forms
- Satisfaction survey
- Student Academic Performance Report
- Student survey results
- Quality assessment report
- Interviews conducted during the accreditation visit

**Recommendations:**

- None

**Suggestions for the programme development**

- It would be beneficial for various structural units within the university to partake in assessing the activities of academic staff through the use of pertinent questionnaires. Specifically, involvement from the dean, program head, and learning process manager would provide insight into the extent of collaboration between staff members and different university units throughout the educational process

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2 External Quality Evaluation

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

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### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The university constructively engages with the National Center for Educational Quality Enhancement to ensure the accreditation of its higher education programmes, using external assessment tools. The team found clear evidence that during the programme development phase, all recommendations from the previous accreditation were carefully addressed.

An external evaluator, independent from the programme being evaluated and possessing relevant expertise, conducted the external evaluation. They utilised a specially designed form covering various programme aspects, such as objectives, content, methods, and learning resources. Each component was assessed based on a defined points system. The feedback and recommendations provided by the evaluators was thoroughly discussed by the programme development team.

The panel observed that the recommendations provided by the external evaluator lack depth, which raises some concerns about the thoroughness of the external evaluation process. It is advisable for the responses to be more detailed and specific in order to provide a clearer understanding of the programme evaluation.

Ideally, external evaluations should clearly identify areas that need improvement and precisely detail any missing components. Ensuring this level of robustness will assist the University and other external quality agencies to identify and address any shortcomings in order to enhance the overall quality of the programme more effectively.

#### Evidences/Indicators

- Presented program
- Recommendations issued during the previous accreditation visit
- External evaluation document
- Conducted Interviews

#### Recommendations:

- N/A

#### Suggestions for the programme development

- It is advisable for the responses of External Evaluation Report to be more detailed and specific in order to provide a clearer understanding of the programme evaluation

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	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.

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#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The University's programme undergoes diligent monitoring and periodic evaluation, inclusive of input from academic, visiting, administrative, and support staff, as well as students, alumni, employers, and other stakeholders. This process involves the systematic gathering, processing, and analysis of pertinent information.

The Quality Assurance Service adheres to the guidelines stipulated in the "Quality Management Regulation" and executes an annual action plan designed for a calendar year. This plan encompasses various activities, such as establishing target benchmarks and selecting direct or indirect research methods. These methods may include but are not limited to: surveys on student satisfaction, evaluations of courses and instructors by students, participation of administrative representatives and/or peers for instructional assessment, surveys of alumni and employers, student interviews, and in-depth qualitative assessments. Programme monitoring and periodic evaluations rely on standardised questionnaires pre-developed and sanctioned by the university.

It is noteworthy that the monitoring report, executed in accordance with the outlined plan, undergoes review during a collaborative session involving both the Programme Committee and the committee representing employers and graduates. The report submitted is subject to thorough analysis, resulting in the formulation of pertinent recommendations.

Furthermore, it is imperative to underscore that the quality assurance process within the university commences with meticulous planning of evaluation. Subsequently, the second stage encompasses the execution of planned evaluation and monitoring activities, entailing the discernment, analysis, and determination of pertinent recommendations.

The team concluded that the plan helps to ensure an array of assessments are undertaken, encompassing a survey to gauge the satisfaction levels of academic staff overseeing the programme, as well as surveys for employers, students, and graduates. Additionally, the evaluation of instructional courses by students, self-assessment of courses by lecturers, and the subsequent analysis of results culminate in an overarching evaluation of the programme. Moreover, a comparative study is conducted, juxtaposing the programme with analogous offerings within both foreign and domestic higher education providers.

Furthermore, and as referenced above, the university administers a comprehensive survey targeting employers, aimed at rectifying any deficiencies within the programme's content and enhancing its efficacy. This initiative aims to foster the cultivation of adept and competitive personnel attuned to the demands of the labor market. The efficacy of these endeavors is substantiated through the submission of comprehensive reports and interviews held during the site visit.

At regular intervals, students are tasked with completing designated survey forms. These surveys not only serve to gather insights regarding course content but also to solicit feedback on resource availability and the organisation of the educational process. Following the collection of data, information is meticulously categorised, and recommendations are formulated in alignment with identified needs.

Moreover, to foster programme development and facilitate the exchange of best practice, the programme under review undergoes comprehensive comparison with both local and foreign counterparts. This comparative analysis evaluates the congruence of each programme component, encompassing goals, learning outcomes, instructional methodologies, assessment techniques, structural attributes, as well as educational and research elements. The findings of this comparative assessment are presented individually for each component, culminating in a comprehensive summary detailing the overall compatibility of the programme.

**Evidences/Indicators**

- Analysis of comparison with similar programs
- School of Public Administration and Policy Report
- "Standard of educational programs"
- "Quality Management Regulations"
- Analysis of Employer Surveys
- Academic and Visiting Staff Survey Results
- Student and Alumni Survey Results
- Academic/Visiting Staff Personal Affairs
- Interviews conducted during the accreditation visit

**Recommendations:**

- None

**Suggestions for the programme development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance with the programme standards**

<b>5. Teaching Quality Enhancement Opportunities</b>	Complies with requirements	<b>X</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: LTD Grigol Robakidze University

Name of Higher Education Programme, Level: Tourism, Bachelor's educational program

Compliance with the Programme Standards

Standards \ Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Matthew Kitching, 

Accreditation Expert Panel Members

Nino Patariaia, 

Eka Lekashvili, 

Eka Devidze, 

Tornike Khoshtaria, 

Mariam Gorgodze, 