



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's program: Finance

Bachelor's program: Business Management and Digital Technology

Bachelor's program: Business Management and Digital Technology (English-taught)

Master's program: Human Resources Management

Georgian National University SEU

Evaluation Dates:

9-11.09.2024

Report Submission Date:

24.10.2024

Tbilisi

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Georgian National University SEU, LLC
Identification Code of Institution	208215509
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Enn Listra, Tallinn University of Technology, Estonia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Eka Lekashvili, Ivane Javakhishvili Tbilisi State University, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Tamaz Uzunashvili, Georgian American University, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Ketevan Kavtaradze, Focus Studio, CEO
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Kristine Chikhladze, Ivane Javakhishvili Tbilisi State University, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Lika Kvinchia, Ivane Javakhishvili Tbilisi State University, Georgia

## I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Finance	Business Management and Digital Technology	Business Management and Digital Technology (English-taught)	Human Resources Management
Level of higher education	First Cycle	First Cycle	First Cycle	Second Cycle
Qualification to be awarded	Bachelor of Finance	Bachelor of Management	Bachelor of Management	Master of Human Resource Management
Name and code of the detailed field	0412 Finance, banking and insurance	0413 Management and Administration	0413 Management and Administration	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education <sup>1</sup>	-	-	-	-
Language of instruction	Georgian	Georgian	English	Georgian
Number of ECTS credits	180	180	180	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation)	New	New	New	Accredited N85, 10/08/2016

<sup>1</sup> In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

Indicating Relevant Decision (number, date)				
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## II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes<sup>2</sup>**

The four programmes in the cluster are run by the Faculty of Business and Technology of the Georgian National University SEU, a teaching university. Its current Strategic Development Plan is valid for the years 2020-2026. The implementation of the development plan is supported by the 2-3 years action plan. The programmes are run by the Heads of Programmes.

The cluster consists of three first cycle programmes corresponding to level 6 and one second cycle programme corresponding to level 7 according to the National Qualifications Framework.

The three years and 180 credits programme 1, Finance, is taught in Georgian, belongs to the detailed field Finance, banking and insurance (0412) and awards the qualification Bachelor of Finance. The programme is new. Its benchmark programmes are Finance of the International Black Sea University and Finance of the Cardiff Metropolitan University. The programme has agreements for international cooperation with 16 foreign universities.

The three years and 180 credits programme 2, Business Management and Digital Technology, is taught in Georgian, belongs to the detailed field Management and Administration and awards the qualification Bachelor of Management. The programme is new. Its benchmark programmes are Bachelor of Business Administration and Management Program of the Business and Technology University, Business Administration - Management of the International Black Sea University, Bachelor of Business Administration of the Prague University of Economics and Business, Bachelor of Business Administration of the John Cabot University, and Bachelor of Digital Business of the IU International University of Applied Sciences. The programme has agreements for international cooperation with 18 foreign universities.

The three years and 180 credits programme 3, Business Management and Digital Technology, is taught in English, belongs to the detailed field Management and Administration and awards the qualification Bachelor of Management. The programme is new. Its benchmark programmes are Bachelor of Business Administration and Management Program of the Business and Technology University, Business Administration - Management of the International Black Sea University, Bachelor of Business Administration of the Prague University of Economics and Business, Bachelor of Business Administration of the John Cabot University, and Bachelor of Digital Business of the IU International University of Applied Sciences. The programme has agreements for international cooperation with 18 foreign universities.

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

The two years and 120 credits programme 4, Human Resources Management, is taught in Georgian, belongs to the detailed field Management and Administration and awards the qualification Master of Human Resource Management. The programme has been accredited previously. Its benchmark programmes are Human capital management and digital transformation of the University of Georgia, Master's Program in Human Resource Management of the Sulkhani Shava National University, Master's Program in Human Resource Management of the Eastern European University, and Psychology of work and organization of the Tbilisi State University. The programme has agreements for international cooperation with 18 foreign universities.

- **Overview of the Accreditation Site Visit**

The Accreditation Site Visit took place 9-11.09.2024 in the premises of the Georgian National University SEU, Tbilisi, Georgia. The visit was organized by the university very well, the room for the meetings was excellent and the translation, when needed, was on the high level. Additional materials required by the peer review team were presented at request.

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

The programmes comply with the standards.

- **Recommendations**

#### **Cluster recommendations**

#### **Individual recommendations**

#### **Programme 1 (Finance, first cycle)**

##### **1.5.**

- To better match program outcomes and objectives, it could be suggested that the contents and literature of the Investment Valuation course be updated or changed. Financial assets are reviewed in the course, but some important topics to reach the outcomes of the course are missing: passive portfolio valuation (at least for two assets), bond duration, immunization, and options pricing (Black-Scholes or/and binomial model). The main literature is outdated and does not cover the valuation of financial assets. Change the main literature of the course and include valuation topics in the course.

- The course Financial Modeling in Excel is practically the course in Excel. It does not cover any financial modeling topics. It's recommended to change the name of the course to MS Excel or the content and literature of the course should be changed.
- In the Financial Risk Management syllabus and in the program this course is mentioned as 6 credits (150 hours). However, the sum of contact and independent time is 125 hours (which is 5 credits), which should be adjusted.
- Bachelor's finance program provides elective courses that cover a wide range of business administration fields, however, financial courses were not offered. Offer more electives in finance: derivative markets, financial modeling, etc.

#### **Programme 2 (Business Management and Digital Technology, first level)**

1.2. The University could consider more explicit differentiation of the learning outcomes formulation taking into account the different target groups of two parallel programmes.

#### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

1.2. The University could consider more explicit differentiation of the learning outcomes formulation taking into account the different target groups of two parallel programmes.

#### **Programme 4 (Human Resources Management, second cycle)**

2.4. The University could improve the system of receiving feedback by students about their evaluation.

3.2. It is recommended to increase the number of supervisors in the Human Resources Management program to reduce the current ratio of students per supervisor, ensuring better guidance and support for master's theses.

5.3. The academic performance of students should be studied in more depth. In particular, the reasons for the high percentage of students who failed the course should be carefully analyzed.

#### **• Suggestions for the Programme Development**

**Cluster suggestions:**

1.1. The university could consider a more universal format of the programme objectives that would ease the internal comparability of the objectives. For example, in formulating the objectives of the finance programme the University has used more detailed language compared to other programmes.

2.3 It is desirable to strengthen the practical methods of teaching in training courses.

3.1. It is suggested that the university increases efforts to promote and facilitate student involvement in scientific activities and international exchange programs, ensuring greater awareness and accessibility to these opportunities for enhanced academic and professional development.

5.2. For further development of the programmes, meaningful and comprehensive external evaluation would be useful.

### **Individual suggestions:**

#### **Programme 1 (Finance, first cycle)**

1.1. The University could consider more explicit reflection of internationalization topics in the programme's objectives.

2.1 It is advisable to include information about the subjects to be taken at the unified national exams in the program to provide complete information to the entrants.

2.2 It is advisable to offer an undergraduate thesis or research project as an elective course.

#### **Programme 2 (Business Management and Digital Technology, first level)**

1.1. The University could consider using the opportunities for internationalization arising from the existence of two parallel programmes.

2.1 It is advisable to include information about the subjects to be taken at the unified national exams in the program to provide complete information to the entrants.

2.2 It is advisable to offer an undergraduate thesis or research project as an elective course.

#### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

1.1. The University could consider using the opportunities for internationalization arising from the existence of two parallel programmes.



2.1. It is advisable to include information about the subjects to be taken at the unified national exams in the program to provide complete information to the entrants.

2.1. Information about the appropriate level of English language proficiency should be added to the mobility conditions, which must be confirmed either by an internal university exam or by an international certificate of English proficiency.

2.2 It is advisable to offer an undergraduate thesis or research project as an elective course.

#### **Programme 4 (Human Resources Management, second cycle)**

1.1. The local labor market demands, trends and needs could be more explicit in the formulation of objectives.

2.2 It is desirable to focus on research tasks in the process of conducting training courses.

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

The University has developed and is developing excellent premises and material resources for the programme implementation.

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

No changes are made in the report.

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

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
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<sup>4</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>5</sup> **Assessment approaches:** In case of necessity, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	

5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

### III. Compliance of the Programme with Accreditation Standards

#### 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives, and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

##### 1.1 Programme Objectives

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

#### Cluster and individual evaluation

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

The cluster of the programmes comprises three bachelor programmes (Finance, Business Management and Digital Technology, Business Management and Digital Technology, English-taught) and one master's program (Human Resources Management). One program belongs to the detailed field Finance, Banking and Insurance (Finance), and three programs to the detailed field Management and Administration (Business Management and Digital Technology and its English-taught version and Human Resources Management).

The objectives of the programmes in the cluster are consistent with the University's Strategic Development Plan and fit into the program portfolio. The overviews of the programs and interview results during the site visit confirm that the objectives of the programs in the cluster are clearly defined, realistic, and achievable. The bachelor level programmes aim to develop broad sectoral knowledge and skills, while the master level programme deepens and

specializes the students' professional knowledge and skills in the field of human resources management.

The existing programme (Human Resources Management) and existing earlier versions of new programmes (three bachelors) are public and accessible on the University's web page in the section Educational Programmes and are shared by the staff and faculty members and other stakeholders. The expert group had a meeting with the students of the HRM programme and with the students of closely related programmes of the new programmes.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

The six objectives of the Finance bachelor program are clearly established, realistic, achievable, and correspond to the level of the bachelor programme and the field of study. The programme's predecessor (240 ECTS) is public and accessible - adding the new version (180 ECTS) aside of it would create unnecessary confusion among stakeholders. According to the record of the University, the programme becomes certainly public when accredited.

The objectives reflect what knowledge, skills, and competences the programme aims to develop. They provide students with the necessary knowledge about the main directions of finance and skills required in financial management functions. In addition to the field-specific knowledge and skills, the programme is aimed to provide the practice, and knowledge and skills to work in the environment of organizations and teams. The programme descriptions are explicit in this matter.

The programme objectives are consistent with the mission and strategy of the University and as it became evident with the interview with the external stakeholders, the program considers local labor market demands, trends, and needs of the small open (international) economy.

Through the main methods and directions of the programme, the students are exposed to the main issues of professional internationalization based on the peculiarities of finance and the level of the programme. However, the University could consider a more direct exposition of the topic of internationalization in the programme's objectives.

The objectives are shared by the persons involved in the programme, the stakeholders have approved the main feature of the programme according to the responses of the participants in the interviews.

### **Programme 2 (Business Management and Digital Technology, first cycle)**

The four objectives of the Business Management and Digital Technology bachelor program are clearly established, realistic, and achievable. They correspond to the level of the bachelor programme and the BA field of study. The programme's predecessor (240 ECTS) is public and accessible - adding the new version (180 ECTS) aside of it would create unnecessary confusion among stakeholders. According to the record of the University, the programme becomes certainly public when accredited.

The objectives of the programme consider the specificity of the field of business management introducing necessary trends, theories, concepts, approaches, methods, and also the ethical norms of the BA doing it on the level of generality suitable for the bachelor programme. They reflect in generalized form the knowledge, skills, and competences to be developed by the students.

The programme objectives are consistent with the mission and strategy of the University and as it became evident with the interview with the external stakeholders, the program considers local labor market demands, trends, and needs of the small open (international) economy. The objectives are the same in the case of both Georgian and English versions of the programme. The university could consider emphasizing the local labor market demands, trends, and needs when formulating the objectives even though the main approaches remain the same in local and international settings.

The two parallel programmes (in Georgian and English) open excellent possibilities for internationalization at home - different forms of cooperation between two sets of students would help the local ones to obtain skills of international cooperation during their studies.

According to the interviews, the objectives are shared by the persons involved in the programme.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The four objectives of the Business Management and Digital Technology bachelor program are clearly established, realistic, and achievable. They correspond to the level of the bachelor programme and the BA field of study. The programme's predecessor (240 ECTS) is public and accessible - adding the new version (180 ECTS) aside of it would create unnecessary confusion among stakeholders. According to the record of the University, one can be sure that the programme becomes public when accredited.

The objectives of the programme consider the specificity of the field of business management introducing necessary trends, theories, concepts, approaches, methods and also the ethical norms of the BA doing it on the level of generality suitable for the bachelor programme. They reflect in generalized form the knowledge, skills and competencies to be developed by the students.

The programme objectives are consistent with the mission and strategy of the University and as it became evident with the interview with the external stakeholders, the program considers local labour market demands, trends and needs of the small open (international) economy. The objectives are the same in the case of both Georgian and English versions of the programme. The university could consider emphasizing the international demands, trends and needs when formulating the objectives even though the main approaches remain the same in local and international settings.

The two parallel programmes (in Georgian and English) open excellent possibilities for internationalization - different forms of cooperation between two sets of students would help the international ones to obtain skills of working with their Georgian counterparts and to become "ambassadors" of Georgia .

According to the interviews the objectives are shared by the persons involved in the programme.

### **Programme 4 (Human Resources Management, second cycle)**

The six objectives of the Human Resources Management master's degree program are clearly established, realistic, and achievable. They correspond to the level of the master's



programme at the BA field of study and form good bases for the programme development. Three are concerned directly with the HRM-related topics, three widen the setup, put the programme into a wider context of the organization and provide students with organizational research skills.

The objectives specify in generalized form what knowledge, skills and competencies the programme aims to develop in students (combining organizational and personal development, methods of attracting, selecting, training, and retaining personnel, organizational research, analytical and diagnostic skills for example).

The programme aims to contribute to the development of the field and society through the development of research skills described in the sixth objective and is consistent with the University's strategy.

The local labour market demands, trends and needs are implicit in the objectives and the programme could benefit from the more explicit inclusion of the component into the objectives. However, this implicit content becomes much more explicit at the course level.

The programme is public and accessible through the web page of the University in the section Educational Programmes. According to the remarks during the meetings, the objectives are shared by the persons involved in the programme.

### **Evidences/Indicators**

- Self-Evaluation Report of the cluster of programmes by Georgian National University SEU, 29.04.2024.
- Interview results during the site visit.
- Georgian National University SEU Strategic Development Plan 2020-2026.
- The web page of the University, <https://www.seu.edu.ge/en>.
- Georgian National University SEU Bachelor's Educational program Finance.
- Georgian National University SEU Bachelor's Educational program Business Management and Digital Technology (Georgian and English).

- Georgian National University SEU Master's Educational program Human Resources Management.

**Recommendations -**

**Suggestions -**

**General recommendations of the cluster: -**

**General suggestions of the cluster:** The university could consider a more universal format of the programme objectives that would ease the internal comparability of the objectives. For example, in formulating the objectives of the finance programme the University has used more detailed language compared to other programmes.

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s): -**

**Suggestion(s):** The University could consider more explicit reflection of internationalization topics in the programme's objectives.

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s): -**

**Suggestion(s):** The University could consider using the opportunities for internationalization arising from the existence of two parallel programmes.

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):** The University could consider using the opportunities for internationalization arising from the existence of two parallel programmes.

#### Programme 4 (Human Resources Management, second cycle)

Recommendation(s):

Suggestion(s): The local labor market demands, trends and needs could be more explicit.

#### Evaluation <sup>6</sup>

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

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

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<sup>6</sup> Evaluation is performed for each programme separately.

## Cluster and individual evaluation

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

The learning outcomes correspond to the aims of the programme and cover the main knowledge and skills envisaged by the objectives. The University has presented a clear alignment of programme goals with learning outcomes in the programme descriptions of all programmes.

The learning outcomes are consistent with the appropriate level of qualifications and with the sectoral benchmarks developed based on the National Qualifications Framework. Sectoral benchmarks exist for all four programmes in the cluster. The University has also presented a comparison of programmes with similar programmes in Georgia and outside.

According to the interview, the learning outcomes formation and other quality improvement documents the employment demands are taken into account and the stakeholders involved in the process of development and monitoring of the programmes.

## Description and Analysis

### Programme 1 (Finance, first cycle)

The finance programme is a new programme in SEU in the process of establishment with no students and graduates at present. All ten (the maximum number permitted by the University's regulation) learning outcomes correspond to the objectives of the programme and cover the main components envisaged by their content. All ten learning outcomes are used to achieve the first objective of the programme, the first three and last 7(6)-10 learning outcomes ensure the achievement of the second and the third objectives, and the objectives 5(6)-10 ensure the achievement of fourth, fifth and sixth objectives.

The learning outcomes are measurable (assessable), achievable, realistic and consistent with the appropriate level of qualification and enable graduates to continue their education on the next level of education. According to the responses of stakeholders in interviews, the learning outcomes are consistent with employment and labour market demands.

The table describing the compliance of study courses with the programme learning outcomes and course syllabi with the local content together ensure that the outcomes of the

programme are consistent with the peculiarities of the finance field of study and labour market demands.

The interviews and presented by the University materials have assured that developing of the learning outcomes of the Finance programme has been a collaborative process and major stakeholders have been involved in the development process.

The Finance programme does not have different levels grouped in the cluster that could be controlled for the consistency of learning outcomes of different programme levels.

### **Programme 2 (Business Management and Digital Technology, first cycle)**

The programme of Business Management and Digital Technology (Georgian-taught) is a new programme in SEU in the process of establishment with no students and graduates at present. All eight learning outcomes correspond to the objectives of the programme and cover the main components envisaged by their content. The first objective of the programme is achieved mainly by the learning outcomes 1, 3 6, and 7. The second objective of the programme is achieved mainly by learning outcomes 2, 3, and 8. The third objective is achieved mainly by learning outcomes 6 and 7 and the fourth objective of the programme by learning outcomes 6, 7, and 8.

The learning outcomes are measurable (assessable), achievable, realistic and consistent with the appropriate level of qualification and enable graduates to continue their education on the next level of education. According to the responses of stakeholders in interviews, the learning outcomes are consistent with employment and labour market demands.

The table describing the compliance of study courses with the programme learning outcomes and course syllabi with the local content together ensure that the outcomes of the programme are consistent with the peculiarities of the business administration field of study and labour market demands.

The interviews and presented by the University materials have assured that developing of the learning outcomes of the Business Management and Digital Technology programme has been a collaborative process and major stakeholders have been involved in the development process.

The Business Management and Digital Technology programme has another programme grouped in the cluster on the next level of education - the Human Resources Management programme. The programmes are consistent in terms of content, complexity and

difficulty. The graduation from the Business Management programme is one of the possible preconditions to be admitted into the Human Resources Management Programme.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The programme of Business Management and Digital Technology (English-taught) is a new programme in SEU in the process of establishment with no students and graduates at present. All eight learning outcomes correspond to the objectives of the programme and cover the main components envisaged by their content. The first objective of the programme is achieved mainly by the learning outcomes 1, 3 6, and 7. The second objective of the programme is achieved mainly by learning outcomes 2, 3, and 8. The third objective is achieved mainly by learning outcomes 6 and 7 and the fourth objective of the programme by learning outcomes 6, 7, and 8.

The learning outcomes are measurable (assessable), achievable, realistic and consistent with the appropriate level of qualification and enable graduates to continue their education on the next level of education. According to the responses of stakeholders in interviews, the learning outcomes are consistent with employment and labour market demands.

The table describing the compliance of study courses with the programme learning outcomes and course syllabi with the local content together ensure that the outcomes of the programme are consistent with the peculiarities of the business administration field of study and labour market demands.

The interviews and presented by the University materials have assured that developing of the learning outcomes of the Business Management and Digital Technology programme has been a collaborative process and major stakeholders have been involved in the development process.

The Business Management and Digital Technology programme has another programme grouped in the cluster on the next level of education - the Human Resources Management programme. The programmes are consistent in terms of content, complexity and difficulty. The graduation from the Business Management programme is one of the possible preconditions to be admitted into the Human Resources Management Programme.

### **Programme 4 (Human Resources Management, second cycle)**

The programme of Human Resources Management is an established programme in SEU. All seven learning outcomes correspond to the objectives of the programme and cover the main components envisaged by their content. In the case of the majority of objectives,

except the sixth, at least five of seven learning outcomes are involved. The achievement of the sixth program goal is ensured by the learning objectives 1, 2, 3, and 5.

The learning outcomes are measurable (assessable), achievable, realistic and consistent with the appropriate level of qualification and enable graduates to continue their education on the next level of education. According to the responses of stakeholders in interviews, the learning outcomes are consistent with employment and labour market demands.

The table describing the compliance of study courses with the programme learning outcomes and course syllabi with the local content together ensure that the outcomes of the programme are consistent with the peculiarities of the business administration (human resources management) field of study and labour market demands.

The interviews and presented by the University materials have assured that developing the learning outcomes of the Human Resources Management programme has been a collaborative process and major stakeholders have been involved in the development process.

The Human Resources Management programme has two other programmes grouped in the cluster on the lower level of education - the Business Management and Digital Technology programmes. The programmes are consistent in terms of content, complexity and difficulty. The graduation from the Business Management programme is one of the possible preconditions to be admitted into the Human Resources Management Programme.

### **Evidences/Indicators**

- Self-Evaluation Report of the cluster of programmes by Georgian National University SEU, 29.04.2024.
- Interview results during the site visit.
- Georgian National University SEU Bachelor's Educational program Finance.
- Georgian National University SEU Bachelor's Educational program Business Management and Digital Technology (Georgian and English).
- Georgian National University SEU Master's Educational program Human Resources Management.
- Syllabuses of the courses in the programmes

- Georgian National University SEU, Formation of the Learning Outcomes of the Educational Program and Evaluation Methods.
- Study Programme Development, Review and Termination Process at the Georgian National University (SEU)
- Georgian national University SEU Quality improvement and development policy.
- Subject benchmark statements of Finance and of Business Administration by National Center for Educational Quality Enhancement.

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

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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):** The University could consider more explicit differentiation of the learning outcomes formulation taking into account the different target groups of two parallel programmes.

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**



**Recommendation(s):** The University could consider more explicit differentiation of the learning outcomes formulation taking into account the different target groups of two parallel programmes.

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

➤ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.

➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.

#### **Cluster and individual evaluation**

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

The learning outcomes of teaching are evaluated in a consistent and transparent manner. The evaluation mechanism of the programme learning outcomes in the University is described in detail in the “Formation of the Learning Outcomes of the Educational Program and Evaluation Methods” which is accessible to the stakeholders on the University’s web page in the section Documents in the menu University. The standard plan-do-check-adjust framework is used for the purpose.

The periodicity of the evaluation can be described as continuous and periodic (connected to the duration of the programme) at the same time. Relevant evaluation forms and methods are used to determine to what extent students achieve programme learning outcomes. Those methods are described in the aforementioned document.

According to the peer review interviews the stakeholders and academic, including visiting, staff are familiar and involved with the methods of evaluation of learning outcomes. The processes of programmes’ learning outcomes and comparison with benchmarks are described in “Formation of the Learning Outcomes of the Educational Program and Evaluation Methods”. Benchmarks are set for the learning outcomes of each educational programme and attached to the programmes.

The peer review interviews assured that the University assists the staff implementing the programme to develop the necessary skills to handle the learning outcomes. The stakeholders have been involved with the evaluation of learning outcomes.

Programme learning outcomes assessment results are reflected in a programme learning outcomes evaluation report that serves as the basis for necessary adjustments. The full-scale evaluation cycle has been possible only for the programme Human Resources Management in this cluster of programmes.

## Evidences/Indicators

- Self-Evaluation Report of the cluster of programmes by Georgian National University SEU, 29.04.2024.
- Interview results during the site visit.
- Georgian National University SEU Bachelor's Educational program Finance.
- Georgian National University SEU Bachelor's Educational program Business Management and Digital Technology (Georgian and English).
- Georgian National University SEU Master's Educational program Human Resources Management.
- Georgian National University SEU, Formation of the Learning Outcomes of the Educational Program and Evaluation Methods.
- Study Programme Development, Review and Termination Process at the Georgian National University (SEU)
- Georgian national University SEU Quality improvement and development policy.

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

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

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

### Programme 1 (Finance, first cycle)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

Recommendation(s):

Suggestion(s):

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

Recommendation(s):

Suggestion(s):

**Programme 4 (Human Resources Management, second cycle)**

Recommendation(s):

Suggestion(s):

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
  - The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.
- 

#### Cluster and individual evaluation

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

HEI has established procedures for the development, revision, and termination of educational programs, which are described in the following document: "Study Programme Development, Review And Termination Process At The Georgian National University (SEU)". Following these procedures, four programs have been developed that belong to the cluster:

Bachelor's Programs: Bachelor's Program in Finance (teaching language – Georgian), Bachelor's Program in Business Management and Digital Technology (teaching language – Georgian), Bachelor's Program in Business Management and Digital Technology (teaching language – English)

Master's Program: Master's Program in Human Resources Management (teaching language – Georgian)

All four educational programs presented by the higher education institution (HEI) are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and following the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the learning outcomes of the educational programs and the training courses is depicted in a learning outcomes map. This map illustrates the core areas of study within the courses and their relationship to the program's learning outcomes. Overall, the alignment between the learning outcomes and the courses of study is logically coherent.

The internationalization of the educational program is demonstrated by several key parameters: the higher education institution (HEI) offers a Bachelor's program in Business

Management and Digital Technology in both languages: Georgian and English. English-language literature is actively integrated into the educational process. Additionally, the program provides opportunities for both academic staff and students to participate in international exchange programs.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

Bachelor's program in finance is a 180-credit program that confers the qualification of Bachelor of Finance. The core courses in the major consist of 123 credits, which include fundamental courses in key areas of business. The program begins with an introduction to the basics of business and progressively deepens and reinforces various aspects of the field. The program covers management through the Principles of Management course. Marketing is introduced through Principles of Marketing. The courses that correspond to the field of study of the program form the core of the program and are logically connected to other program components.

The accounting component is presented through the following courses: Financial Accounting, Managerial Accounting, Financial Reporting, Fundamentals of Financial Auditing, Taxes and Taxation. The finance component is reinforced through courses including Introduction to Finance, Basics of Banking, Financial Institutions and Markets, Financial Management, Analysis of Financial Resources, Financial Modeling using Excel, Financial Risk Management, Evaluation of Investments, Practice in Finance.

Additionally, the program offers courses in Mathematics for Business, Principles of economics, Applied statistics, and Research Methods in Business.

Elective courses within the major comprise 10 credits, spread across 13 course offerings. The university's mandatory courses amount to 12 credits, which include Modern Office Programs and Academic Writing. Furthermore, within the compulsory/elective component Furthermore, (24 credits), students are required to take both a foreign language and a sector-specific foreign language. Students also have 11 credits available for free elective courses. These free electives allow students to select courses from the university's undergraduate programs, following the relevant prerequisites, enabling them to broaden their knowledge in areas of personal or professional interest.

As referred to above and expressed by the stakeholders during the interviews the programme development has been a collaborative process where the stakeholders have been engaged. The information about the programmes run by the University is publicly available.

### **Programme 2 (Business Management and Digital Technology, first level)**

Bachelor's Program in Business Management and Digital Technology is a 180-credit program that confers the qualification of Bachelor of Management. The core courses in the major consist of 121 credits, which include fundamental courses in key areas of business. The program begins with an introduction to the basics of business and progressively deepens and reinforces various aspects of the field. The courses that correspond to the field of study of the program form the core of the program and are logically connected to other program components.

The program comprehensively covers management through the following courses: Principles of Management, Supply Chain and Logistics, Innovation Management and Startups, Project Management, Basics of Operations Management, Basic of Human Resources Management, Basics of Risks Management, IT Project Management, Strategic Modeling and Planning. Marketing is introduced through Marketing and Integrated Communications. The accounting component is presented in the Financial Accounting course. The finance component covered by the Introduction to Finance course. In addition, the program is integrated with IT/Data Science courses: Digital entrepreneurship and business transformation, Basic of Databases, Basics of Programming Based on Python, Practice in Business Management and Digital Technologies.

Additionally, the program offers courses in Theoretical and applied economics for managers 1, Mathematics for Business, Theoretical and applied economics for managers 2, Applied statistics, Business ethics and communications, and Principles of Business Law.

Elective courses within the major comprise 15 credits, spread across 11 course offerings. The university's mandatory courses amount to 12 credits, which include Modern Office Programs and Academic Writing. Furthermore, within the compulsory/elective component Furthermore, within the compulsory/elective component (24 credits), students are required to take both a foreign language and a sector-specific foreign language. Students also have 8 credits available for free elective courses. These free electives allow students to select courses from the university's undergraduate programs, following the relevant prerequisites, enabling them to broaden their knowledge in areas of personal or professional interest.

As referred to above and expressed by the stakeholders during the interviews the programme development has been a collaborative process where the stakeholders have been engaged. The information about the programmes run by the University is publicly available.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

Bachelor's Program in Business Management and Digital Technology is a 180-credit program that confers the qualification of Bachelor of Management. The core courses in the major consist of 133 credits, which include fundamental courses in key areas of business. The

program begins with an introduction to the basics of business and progressively deepens and reinforces various aspects of the field. The courses that correspond to the field of study of the program form the core of the program and are logically connected to other program components.

The program comprehensively covers management through the following courses: Principles of Management, Supply Chain and Logistics, Innovation Management and Startups, Project Management, Basics of Operations Management, Basic of Human Resources Management, Basics of Risks Management, IT Project Management, Strategic Modeling and Planning. Marketing is introduced through Marketing and Integrated Communications. The accounting component is presented in the Financial Accounting course. The finance component covered by the Introduction to Finance course. In addition, the program is integrated with IT/Data Science courses: Digital entrepreneurship and business transformation, Basic of databases, Basics of programming based on Python, Practice in Business Management and Digital Technologies.

Additionally, the program offers courses in Theoretical and Applied Economics for Managers 1, Mathematics for Business, Business English 1, Business English 2, Theoretical and applied economics for Managers 2, Applied statistics, Business ethics and communications, and Principles of Business Law.

Elective courses within the major comprise 21 credits, spread across 11 course offerings. The university's mandatory courses amount to 12 credits, which include Modern Office Programs and Academic Writing. Students also have 14 credits available for free elective courses. These free electives allow students to select courses from the university's undergraduate programs, in accordance with the relevant prerequisites, enabling them to broaden their knowledge in areas of personal or professional interest.

As referred to above and expressed by the stakeholders during the interviews the programme development has been a collaborative process where the stakeholders have been engaged. The information about the programmes run by the University is publicly available.

#### **Programme 4 (Human Resources Management, second cycle)**

The Master of Business Administration Georgian taught is a 120-credit program that leads to the qualification of Master of Human Resource Management. The courses that correspond to the field of study of the program form the core of the program and are logically connected to other program components.

The core courses in the major field amount to 108 credits, covering key areas of management and human resource management, including Human Resources Management (theory and practice), Systematic Thinking and Decision-making, Labor Legal Relations, Performance Management and Control, Strategic HRM and Contemporary Challenges,



Organizational Design and Development, Recruiting and Managing Talent, Organizational Behavior and Change Management, Leadership and Team Management, Business Research Methods.

The mandatory part of the programmes also includes a practical component which is represented by a Consulting Project course – 9 credits and a Master Thesis – 24 credits. The program begins with foundational business concepts and gradually deepens and reinforces key areas in human resource management courses.

Elective courses within the major field comprise 12 credits, allowing students to choose from 15 different offerings.

As referred to above and expressed by the stakeholders during the interviews the programme development has been a collaborative process where the stakeholders have been engaged. The information about the programmes run by the University is publicly available.

### **Evidences/Indicators**

- Self Evaluation Report
- Programs description
- Formation of the Learning Outcomes of the Educational Program and Evaluation Methods
- Procedure for study programme development review and termination
- Interview results with different stakeholders

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

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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

**Suggestion(s):**

## **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component 1.4 Structure and Content of Educational Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Finance, first cycle)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Management and Digital Technology, first level)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Business Management and Digital Technology, English-taught, first cycle)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 1.5. Academic Course/Subject

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

### Cluster and individual evaluation

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

Overall, the learning outcomes of academic courses are aligned with the program's objectives, and each course's content matches its intended learning goals. The credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The study materials indicated in the syllabuses ensure the achievement of the learning outcome of the programme.

Course syllabi are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both required and supplementary reading materials.

### Description and Analysis

## **Programme 1 (Finance, first cycle)**

The bachelor's Program in Finance comprises compulsory and optional courses within the specialty, university-required courses, compulsory/elective courses, and free electives. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 4 to 9 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

To better match program outcomes and objectives, it could be suggested to update/change the contents and literature of the Investment Valuation course. Financial assets are reviewed in the course, but some important topics to reach the outcomes of the course are missing: passive portfolio valuation (at least for two assets), bond duration, immunization, and options pricing (Black-Scholes or/and binomial model). The main literature is outdated or does not cover the valuation of financial assets.

The course Financial Modeling in Excel is practically the course in Excel. It does not cover any financial modeling topics. It's recommended to change the name of the course to MS Excel or the content and literature of the course should be changed.

In the Financial Risk Management syllabus and in the program this course is mentioned as 6 credits (150 hours). However, the sum contact and independent time is 125 hours (which is 5 credits), which should be adjusted.

## **Programme 2 (Business Management and Digital Technology, first cycle)**

The Bachelor's Program in Business Management and Digital Technology comprises compulsory and optional courses within the specialty, university-required courses, compulsory/elective courses, and free electives. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 4 to 6 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is

evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The Bachelor's Program in Business Management and Digital Technology (English language) comprises compulsory and optional specialty courses, university-required courses, and free electives. Information about these courses is provided in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses are aligned with the program's learning outcomes, and the content of each course is consistent with its stated learning outcomes. The credit allocation for each course is determined based on its specifics and ranges from 4 to 6 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

However, literature in the syllabus of the Modern Office Programs course is referred to only in Georgian. It should indicate English sources.

### **Programme 4 (Human Resources Management, second cycle)**

The master's Program in Human Resource Management comprises compulsory and elective specialty courses. Information about these courses is provided in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses are aligned with the program's learning outcomes, and the content of each course is consistent with its stated learning outcomes. The credit allocation for each course is determined based on its specifics, and the distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

### **Evidences/Indicators**

- Self Evaluation Report

- Program descriptions
- Syllabi
- Interview results with stakeholders
- Assessment of main literature from the SEU library

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

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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

- To better match program outcomes and objectives, it could be suggested that the contents and literature of the Investment Valuation course be updated or changed. Financial assets are reviewed in the course, but some important topics to reach the outcomes of the course are missing: passive portfolio valuation (at least for two assets), bond duration, immunization, and options pricing (Black-Scholes or/and binomial model). The main literature is outdated and does not cover the valuation of financial assets. Change the main literature of the course and include valuation topics in the course.
- The course Financial Modeling in Excel is practically the course in Excel. It does not cover any financial modeling topics. It's recommended to change the name of the course to MS Excel or the content and literature of the course should be changed.
- In the Financial Risk Management syllabus and in the program this course is mentioned as 6 credits (150 hours). However, the sum of contact and independent time is 125 hours (which is 5 credits), which should be adjusted.

- Bachelor's finance program provides elective courses that cover a wide range of business administration fields, however, financial courses were not offered. Offer more electives in finance: derivative markets, financial modeling, etc.

Suggestion(s):

**Programme 2 (Business Management and Digital Technology, first level)**

Recommendation(s):

Suggestion(s):

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

Recommendation(s):

Suggestion(s):

**Programme 4 (Human Resources Management, second cycle)**

Recommendation(s):

Suggestion(s):

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English-taught, first cycle)

Programme 4 (Human Resources Management, second cycle)

X                      ☐                      ☐                      ☐

### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions



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

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#### **Cluster and individual evaluation**

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

According to the self-assessment report of the cluster submitted by the HEI, the documentation enclosed to it, and the interviews conducted during the accreditation visit, the admission prerequisites to the Programmes are logical, fair, and transparent and correspond to the level of education, which ensures the inclusion of applicants with relevant knowledge and skills in the Programmes to achieve the learning outcomes of the programs.

Prerequisites and procedures for admission to educational Programmes comply with the Law of Georgia on Higher Education and Order # 127 of the Minister of Education and Science of Georgia dated March 28, 2005, on the approval of the regulations on holding Unified National Higher Education Entry Exams. Admission Prerequisites are written in the programs, and are published on the university's website.

**Enrollment for foreign citizens** follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011, No. 224/N).

**Mobility** from other faculties of SEU and other higher educational institutions to the Programmes is carried out in accordance with the legislation of Georgia.

The university has a methodology for determining the number of students in programs - Formulas for Student Capacity Calculation. The main components of determining the number of admitted students are the auditorium fund, academic and administrative staff, the number of practice facilities, and the financial provision of the program for the purpose of stability. During the interview with the university administration, it was mentioned that in some cases it might not be financially profitable in the first year, but based on the assessment of the perspective, they made a decision regarding the opening of the program.

The prerequisites for admission to the programs are fair, public, and available on the university's website.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

A person with a full general education certificate or equivalent document issued in Georgia, who has obtained the right to enroll in SEU and has been registered on the basis of the results of the Unified National Examinations, shall have the right to study at the Bachelor's Program of Finance.

### **Obtaining the Student Status Without Passing the Unified National Examinations**

Obtaining the status of a student without passing the Unified National Examinations shall be allowed in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia:

A) For foreign citizens and stateless persons who have received a full general or equivalent education in a foreign country, or foreign citizens and stateless persons (except for those who are citizens of Georgia at the same time), who received a full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;

B) For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied in a foreign country for the last 2 years of full general education;

C) For foreign citizens (except for students participating in a joint Higher Education program and students participating in an exchange education program) who are studying/have studied and received credits/qualifications in a Higher Education Institution recognized in a foreign country following the legislation of that country.

D) For citizens of Georgia (except for students participating in a joint Higher Education program and students participating in an exchange education program) who live/lived, study/studied, and have received credits/qualifications in a foreign country at a Higher Educational Institution recognized following the legislation of this country for the period determined by the Ministry of Education and Science of Georgia.

E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B1 level.

### **Enrollment of students based on mobility**

The admission of students transferred from other Higher Educational Institutions/programs to the Bachelor's Program of Finance is carried out following the order of the №10/N of the Minister of Education and Science of Georgia of February 4, 2010.

A person who has been enrolled in a Higher Educational Institution following the law and who is a student of the Institution at the time of registering as a student of mobility on the electronic portal of the Education Management Information System has the right to be transferred to the Bachelor's Program of Finance.

A person whose student status has been suspended at the moment of registration on the electronic portal, or a person whose status has been terminated, has the right to carry out the mobility within 12 months after the termination of the status.

Enrollment in an educational program or transfer from a recognized Higher Educational Institution of a foreign country is carried out following the law, based on the order of the Minister of Education and Science of Georgia.

## **Programme 2 (Business Management and Digital Technology, first level)**

A person with a full general education certificate or equivalent document issued in Georgia, who has obtained the right to enroll in SEU and has been registered based on the results of the Unified National Examinations, shall have the right to study at the Bachelor's Program of Business Management and Digital Technology.

## **Obtaining the Student Status Without Passing the Unified National Examinations**

Obtaining the status of a student without passing the Unified National Examinations shall be allowed in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia:

- A) For foreign citizens and stateless persons who have received a full general or equivalent education in a foreign country, or foreign citizens and stateless persons (except for those who are citizens of Georgia at the same time), who received a full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;
- B) For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied in a foreign country for the last 2 years of full general education;
- C) For foreign citizens (except for students participating in a joint Higher Education program and students participating in an exchange education program) who are studying/have studied

and received credits/qualifications in a Higher Education Institution recognized in a foreign country in accordance with the legislation of that country.

D) For citizens of Georgia (except for students participating in a joint Higher Education program and students participating in an exchange education program) who live/lived, study/studied, and have received credits/qualifications in a foreign country at a Higher Educational Institution recognized in accordance with the legislation of this country for the period determined by the Ministry of Education and Science of Georgia.

E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B1 level.

### **Enrollment of students based on mobility**

The admission of students transferred from other Higher Educational Institutions/programs to the Bachelor's Program of Business Management and Digital Technology is carried out following the order of the №10/N of the Minister of Education and Science of Georgia of February 4, 2010.

A person who has been enrolled in a Higher Educational Institution following the law and who is a student of the Institution at the time of registering as a student of mobility on the electronic portal of the Education Management Information System has the right to be transferred to the Bachelor's Program of Business Management and Digital Technology.

A person whose student status has been suspended at the moment of registration on the electronic portal, or a person whose status has been terminated, has the right to carry out the mobility within 12 months after the termination of the status.

Enrollment in an educational program or transfer from a recognized Higher Educational Institution of a foreign country is carried out following the law, based on the order of the Minister of Education and Science of Georgia.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

A person with a full general education certificate or equivalent document issued in Georgia, who has obtained the right to enroll in SEU and has been registered based on the results of the Unified National Examinations, shall have the right to study at the Bachelor's Program of Business Management and Digital Technology.

### **Obtaining the Student Status Without Passing the Unified National Examinations**

Obtaining the status of a student without passing the Unified National Examinations shall be allowed in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia:

A) For foreign citizens and stateless persons who have received a full general or equivalent education in a foreign country, or foreign citizens and stateless persons (except for those who are citizens of Georgia at the same time), who received a full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;

B) For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied in a foreign country for the last 2 years of full general education;

C) For foreign citizens (except for students participating in a joint Higher Education program and students participating in an exchange education program) who are studying/have studied and received credits/qualifications in a Higher Education Institution recognized in a foreign country in accordance with the legislation of that country.

D) For citizens of Georgia (except for students participating in a joint Higher Education program and students participating in an exchange education program) who live/lived, study/studied, and have received credits/qualifications in a foreign country at a Higher Educational Institution recognized in accordance with the legislation of this country for the period determined by the Ministry of Education and Science of Georgia.

E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B1 level.

### **Enrollment of students based on mobility**

The admission of students transferred from other Higher Educational Institutions/programs to the English-taught Bachelor's Program of Business Management and Digital Technology is carried out in accordance with the order of the №10/N of the Minister of Education and Science of Georgia of February 4, 2010.

A person who has been enrolled in a Higher Educational Institution in accordance with the law and who is a student of the Institution at the time of registering as a student of mobility on the electronic portal of the Education Management Information System has the right to be transferred to the English-taught Bachelor's Program of Business Management and Digital Technology.

A person whose student status has been suspended at the moment of registration on the electronic portal, or a person whose status has been terminated, has the right to carry out the mobility within 12 months after the termination of the status.

Enrollment in an educational program or transfer from a recognized Higher Educational Institution of a foreign country is carried out in accordance with the law, based on the order of the Minister of Education and Science of Georgia.

#### **Programme 4 (Human Resources Management, second cycle)**

A person with a bachelor's degree or an equivalent academic degree is eligible to study for a master's degree program, who will be enrolled in the Unified Master's Examination and the Georgian National University (SEU) as a result of passing a specialty and passing an entrance exam in a foreign language (English). A candidate who presents a certificate of foreign language proficiency at B2 level is exempted from foreign language testing, as well as a candidate who has completed a bachelor's or master's degree in the relevant language.

#### **Obtaining the Student Status Without Passing the Unified Master Examinations**

##### **Enrollment of students based on mobility**

The admission of students transferred from other Higher Educational Institutions/programs to the Master's Program of Business Management and Digital Technology is carried out in accordance with the order of the №10/N of the Minister of Education and Science of Georgia of February 4, 2010.

A person who has been enrolled in a Higher Educational Institution following the law and who is a student of the Institution at the time of registering as a student of mobility on the electronic portal of the Education Management Information System has the right to be transferred to the Master's Program of Human Resource Management.

A person whose student status has been suspended at the moment of registration on the electronic portal, or a person whose status has been terminated, has the right to carry out the mobility within 12 months after the termination of the status.

Enrollment in a Master's educational program or transfer from a recognized Higher Educational Institution of a foreign country is carried out in accordance with the law, based on the order of the Minister of Education and Science of Georgia.

The issues of the internal specialty exam and the English language exam of the master's program in human resources management are posted on the university's website, are public and accessible to all interested persons.

### **Evidences/Indicators**

- Formulas for Student Capacity Calculation: <https://www.seu.edu.ge/en/554/>
- Educational Programs <https://www.seu.edu.ge/en/1796/>
- The Rule for Regulating the Educational Process <https://www.seu.edu.ge/en/554/>
- [www.seu.edu.ge](http://www.seu.edu.ge)

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

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

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

#### **Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

It is advisable to include information about the subjects to be taken at the unified national exams in the program to provide complete information to the entrants.

#### **Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

It is advisable to include information about the subjects to be taken at the unified national exams in the program to provide complete information to the entrants.

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)****Recommendation(s):****Suggestion(s):**

It is advisable to include information about the subjects to be taken at the unified national exams in the program in order to provide complete information to the entrants.

Information about the appropriate level of English language proficiency should be added to the mobility conditions, which must be confirmed either by an internal university exam or by an international certificate of English proficiency.

**Programme 4 (Human Resources Management, second cycle)****Recommendation(s):****Suggestion(s):****Evaluation**

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Finance, first cycle)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Management and Digital Technology, first level)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Business Management and Digital Technology, English-taught, first cycle)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (Human Resources</b>	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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### Cluster and individual evaluation

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

The Bachelor and Master Education Programs grouped in the cluster provide the development of practical scientific/research and transferable skills for students. The practical components of the Programme are planned according to the learning outcomes and correspond to the first and second cycles of higher education.

"Applied statistics", "Research methods in business", "Academic writing", "Practice in finance" are provided as mandatory components in the bachelor's program of finance. In the Georgian and English undergraduate programs of Business Management and Digital Technologies, "Applied Statistics", "Project Management", "IT Project Management", "Academic Writing", and optional - "Research Methods in Business" are offered as mandatory components. The mentioned training courses directly serve the development of research skills.

Also, there is a mandatory component "Practice in Finance" for the Finance program and "Practice in Business Management and Digital Technologies" for the Bachelor's programs in Business Management and Digital Technologies. The university has signed memorandums of cooperation/agreements with practice facilities. The purpose of practice is to strengthen the theoretical knowledge received in the academic environment develop practical skills and prepare them for future independent professional activities. To ensure the implementation of professional practice, the university has signed agreements/memorandums with the following partner organizations. The Finance and Business Management and Digital Technologies

programs have a list of partner organizations (27 and 16 companies, respectively). Memorandums have been signed considering the purpose, duration, and number of students admitted to the practice.

The expert group requested progressive action diaries and calendar plans. It is confirmed that the student has a mentor at the practice facility, under whose supervision the student performs the tasks.

In addition to the planned practical component, the university cooperates with dozens of economic agents, through the organization or partnership of which internships, seasonal schools, master classes, trainings, and others are periodically announced.

The university also promotes student research through student conferences organized by the SEU, which allow students to present their scientific work to the wider community. Conference papers of the students are published in the conference magazine/collection and posted on the website of the SEU <https://www.seu.edu.ge/en/833/>. Conferences are held at least once a semester. Research activities are supported by the Programme budget. It should be mentioned that there is a practice of joint research of students and academic and visiting staff at the SEU, which was confirmed by both academic staff and students during the interviews.

#### **Description and Analysis - Programme 1 (Finance, First Cycle)**

It is advisable to offer a bachelor's thesis or a research project as an optional course in the Bachelor program, because despite the bachelor's program with 180 ECTS credits, the graduate has the right to continue his studies on the academic Masters' program with 120 ECTS credits, for which advisable to him/her have basics of research skills.

#### **Description and Analysis - Programme 2 ( Business Management and Digital Technology, First Cycle)**

It is advisable to offer a bachelor's thesis or a research project as an optional course in the Bachelor program, because despite the bachelor's program with 180 ECTS credits, the graduate has the right to continue his studies on the academic Masters' program with 120 ECTS credits, for which advisable to him/her have basics of research skills.

#### **Description and Analysis - Programme 3 (Business Management and Digital Technology (English-taught), First Cycle)**

It is advisable to offer a bachelor's thesis or a research project as an optional course in the Bachelor program, because despite the bachelor's program with 180 ECTS credits, the

graduate has the right to continue his studies on the academic Masters' program with 120 ECTS credits, for which advisable to him/her have basics of research skills.

#### **Description and Analysis - Programme 4 (Human Resources Management, Second Cycle)**

For the development of practical, scientific/research and transferable skills, the teaching courses - Business Research Methods and Consulting Project; also, the master's thesis (24 ECTS credits) are presented as a compulsory component in the Human Resources Management program, which the student passes in the final semesters. The goal of the master's thesis is to complete the process of formation of general and specialized competences. The master's thesis is the research work done by the student individually, where theoretical and practical knowledge and skills must be presented. In the master's thesis the student must be able to find new, original ways of solving complex problems and reveal the skill of conducting the research independently using the most recent methods and approaches.

In the master's thesis it must be clearly visible that the student can draw substantiated conclusions based on the critical analysis of complex and incomplete information (including the most recent studies), innovative synthesis of information.

The performance of the thesis will promote the formation of the master's student as a researcher, the thesis sums up and collects all the knowledge and skills acquired by the student in the period of studying on the master's program. In the thesis the master's student presents the results of independent scientific research conducted in the field of specialization.

The Compulsory subjects of the Program also include practical activities that ensure the development of transferable skills. Most of the compulsory study courses of the master's Program have a practical component integrated into them, which contributes to the achievement of learning outcomes and the development of practical skills in students. This will help the student to practice the competencies acquired/developed in the educational process and to develop new competencies. Practical cases and group works are used extensively within the main training courses. Within the framework of the compulsory courses, students have the opportunity to discuss the problems existing in various companies and propose ways to solve them.

During the interview with the students, it was noted that during the teaching-learning process of the training courses, they solve practical tasks, although they do not have to perform research tasks, that is why they did not use the scientific electronic library databases

#### **Evidences/Indicators**

- Educational Programmes and Study Courses Syllabuses
- Students' Conferences and Projects <https://www.seu.edu.ge/en/833/>

- Agreements/Memorandums with the Partner Organizations
- Requirements for the Completion of a Master's Thesis and Awarding a Master's Degree  
<https://www.seu.edu.ge/en/554/>
- Interview results
- Self-evaluation report

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

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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

It is advisable to offer an undergraduate thesis or research project as an elective course.

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

It is advisable to offer an undergraduate thesis or research project as an elective course.

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

It is advisable to offer an undergraduate thesis or research project as an elective course.

#### Programme 4 (Human Resources Management, second cycle)

Recommendation(s):

Suggestion(s):

It is desirable to focus on research tasks in the process of conducting training courses.

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

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

According to the regulation of the study program of the National University of Georgia, the undergraduate programs reflect the methods and activities of learning and teaching that are guided by the academic staff and are reflected in the study course syllabi based on the specifics of the study course and the content of the study.

**Lecture** - is a creative process where a lecturer and a student take part simultaneously. The main aim of the lecture is to understand the idea of the subject regulations to be learnt, which means a creative and active perception of presented material. In addition, attention should be paid to the main provisions of transferable material, definitions, indications, assumptions. **Collaborative** - teaching method involves dividing students into groups and giving them learning assignments. The members of the group work on the issue individually and at the same time share it with the other members of the group. **Independent work**- material heard in the lecture is formed as a whole system of knowledge by the independent work of the student. The student should be interested in the book and other sources of information and want to study the issues independently, which is a way to stimulate independent thinking, analysis and drawing conclusions. **Verbal, or oral, method** includes lecture, narration, conversation, and etc. In this process, the lecturer conveys the teaching material through words, while the students actively perceive and master it by listening, remembering and understanding.

**Method of working on the book** involves introduction, processing and analysis of independently given reading material. **The method of written work**- involves the following types of activities: making records, compiling material, composing thesis, performing an abstract, or essay, etc. **Practical methods** combine all the forms of teaching that develop the student's practical skills, here the student independently performs this or that activity on the basis of acquired knowledge. **Discussion / debate** is one of the most common methods of interactive teaching. **Problem-Based Learning (PBL)** - a learning method that uses the problem in the early stages of the process of acquiring and integrating new knowledge. **Cooperative learning** - is a teaching strategy in which each member of the group is required not only to study but also to help his or her teammate learn the course better. **Case study** -an active problem-situation analysis method, based on teaching by solving specific tasks - situations (so-called case solving). **Brainstorming**- is a method students can use to generate ideas for solving the problem. **Demonstration method**- involves visual representation of information. **Inductive Method**- defines a form of transferring knowledge, when the course of thought in the process of learning is directed from facts to generalization, that is, when conveying material, the process proceeds from specific to general. **Deductive Method**- the process of reasoning from one or more statements (premises) to reach a logically certain conclusion. It works from the more general to the more specific. **Analysis**- through this method, lecturers and students discuss specific cases together. **The synthesis method involves** composing one

whole by grouping individual issues. **The explanatory method** is based on reasoning around a given issue.

**Action-oriented teaching** - requires the active involvement of the lecturer and the student in the teaching process, where the practical interpretation of the theoretical material becomes particularly important. **Role-playing and situational games** Scenario-based role-playing games which allow students to look at the issue from different positions and help them form an alternative point of view. **Laboratory learning**- is a more visible method and allows you to perceive an event or process. **The development and presentation of the project** is a combination of educational and cognitive tools, which allows to solve the problem in the conditions of the necessary presentation of the student's independent actions and the obtained results.

**E-learning** - This method includes three types of teaching: (1) Attendance when the teaching process takes place within the contact hours of the lecturer and the students, and the teaching material is delivered through an electronic course. (2) Hybrid (attendance / distance), the main part of the learning course is done remotely, and a small part is done within the contact hours. (3) Completely distance learning involves conducting the learning process without the physical presence of the lecturer.

The teaching methods used in the study courses of the Bachelor and Master's Programs comply with the 1<sup>st</sup> and 2nd cycle of higher education and ensure the achievement of the learning outcomes of the programs.

Academic/invited staff involved in the implementation of the Master's Program use student-centered modern teaching and learning methods focused not only on obtaining ready-made knowledge but also on developing skills. Lecture, interactive lecture, practical work, e-learning, cooperative learning, explanatory methods, case studies, and other teaching-learning methods are used in the teaching of the master's programs. The teaching-learning methods include relevant activities (discussion, debate, demonstration, presentation, seminar and other specific methods described in the syllabuses of the training courses).

The problem-based and research-based teaching approaches are also intensively used in study courses that support students to develop the ability to independently plan and carry out research. The teaching-learning methods of the master's Program are flexible and take into account the individual needs of students. The development of individual programs is carried out according to the regulation of the educational process,

In the interview process with students, it was noted that it is still desirable to strengthen the practical methods of teaching in training courses.

## Evidences/Indicators

- Educational Programmes and Syllabuses of the Study Courses
- Interviews with heads of the programs, teaching staff, students and graduates
- Study Programme Development, Review and Termination Process at the Georgian National University
- Requirements for the Completion of a Master's Thesis and Awarding a Master's Degree  
<https://www.seu.edu.ge/en/554/>
- The Rule for Regulating the Education Process
- Interview results
- Self-evaluation report

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

### General suggestions of the cluster:

It is desirable to strengthen the practical methods of teaching in training courses.

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

#### Programme 1 (Finance, first cycle)

Recommendation(s):

Suggestion(s):

#### Programme 2 (Business Management and Digital Technology, first level)

Recommendation(s):

Suggestion(s):

#### Programme 3 (Business Management and Digital Technology, English-taught, first cycle)

Recommendation(s):



Suggestion(s):

Programme 4 (Human Resources Management, second cycle)

Recommendation(s):

Suggestion(s):

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

## Cluster and individual evaluation

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

Student evaluation is conducted in accordance with established procedures, it is fair, transparent, reliable and complies with existing legislation. Article 17 of the regulation of the educational process of the National University of Georgia defines the student evaluation system. The document is carried out in accordance with Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007. Student evaluation procedures are described in the regulation of the educational process, are transparent and are posted on the university's website.

The system of evaluation of learning outcomes and competencies is based on the system recognized by the legislation and corresponds to the evaluation and credit granting standards approved by the OrderN3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Student assessment system includes:

**a) Five types of positive evaluation:**

a.a) (A) Excellent – 91-100 points;

a.b) (B) Very good – 81-90 points;

a.c) (C) Good – 71-80 points;

a.d) (D) Satisfactory – 61-70 points

a.e) (E) Sufficient – 51-60 points;

**b) Two types of negative evaluation:**

b.a) (FX) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;

b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course.

In case a student gets FX, he/she can take the additional exam in the same semester at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student at the additional exam. The grade obtained at the additional exam is

the final grade and is reflected in the final grade of the study component of the educational program.

Considering the additional exam evaluation if the points accumulated by students in the educational program component is 0-50 points, students are evaluated with F-0. A prerequisite for a student's admission to the final exam is to overcome the competence threshold of the Midterm Evaluation (No less than 11 points within Midterm Evaluation). Competency threshold for the Final Exam is 30%, no less than 12 points.

Student assessment in each learning component of the program includes two forms of assessment - midterm assessment and final assessment. Each form of evaluation includes an evaluation component/components, which includes the evaluation method/methods, and the evaluation method/methods are measured by the evaluation criteria, which are spelled out in the syllabi of the respective program and are available to all students at the beginning of the semester in the electronic system of the educational process - [emis.seu.edu.ge](http://emis.seu.edu.ge).

In each educational component of the educational program, 60 points are assigned to the midterm evaluation, and 40 points to the final evaluation, from the total evaluation score (100 points) to determine the final evaluation of the student. The midterm and final assessment have a minimum competency threshold, which is determined by the syllabus of the respective component. Exceptions are established taking into account the specifics of the specific program/educational component, in accordance with the requirements established by the current legislation of Georgia.

Assessment of students' learning results in each component of the Program includes intermediate and final assessment, the total amount of which is 100 points. Evaluation criteria are spelled out in the syllabus of each study course and subject specifics are taken into account. As the students of adjacent specialties, as well as the graduates of the master's educational Program HRM mentioned during the interviewing process, the heads of the training course inform the subject syllabus in the very first lecture, where the evaluation system is also written in detail. According to students and graduates, there were no comments in this direction, which allows us to say that the current evaluation system is acceptable for students.

The prerequisite for admission to the final exam is overcoming the competence threshold with intermediate assessments. The limit of competence in the final exam is determined by the course provider and is written in the syllabus of the training courses.

During the interview process with the students, it was noted that students are aware of the evaluation and protesting the evaluation score, but they did not use this mechanism, because they believe that the pedagogic evaluation is fair. Nevertheless, the students could not specify on what basis they believe that they receive a fair and objective evaluation. It was noted that the evaluations of the written exam are not accompanied by comments and are not discussed.

It should be noted that the educational process management system [emis.seu.edu.ge](http://emis.seu.edu.ge) has been implemented at the National University of Georgia, where students can get to know the received grades in detail. The database allows both students and teachers to monitor the current learning process. Accordingly, evaluation methods, criteria and system are transparent. The electronic system for managing the learning process automatically sums up the points of the student's current academic performance, admits them to the final and repeated exams and outputs the final assessment. During the visit to the university, we had the opportunity to view the electronic database and familiarize ourselves with the internal interface, during which we were convinced of the multi-functionality and smooth operation of the electronic system of educational process management.

The electronic learning process management system allows the evaluation of midterm and final exams by more than one evaluator. For each study course, a bank of examination questions is created, the administration of which is entrusted to the academic/visiting staff of the relevant field/subfield.

The evaluation of the practical component and master's thesis is carried out by the commission created by the university. It should also be noted here that a master's thesis can be submitted to the commission even in case of a negative assessment by the supervisor and the reviewer. We will discuss the latter in detail in the relevant sub-standard (3.2.).

Regional exam centers where students can take exams at authorized higher education institutions located in the regions can be considered as the best practice. As we specified in the sessions, the examination process is being conducted smoothly, under strict control mechanism, in a space specially allocated for the National University of Georgia, which is equipped with all technical means, so that the process can be carried out perfectly.

The interests of students are taken into account in the part that they will be able to schedule an exam at their desired time (within the exam week).

The procedures for appealing student evaluations are also described in the regulation of the educational process. During the interview, the students' awareness of the mentioned mechanism and some experience in this direction were confirmed. It was noted that they had a similar precedent where another evaluator checks the exam materials, and the process is conducted with confidentiality.

Anti-plagiarism Programme TURNITIN is actively used in the grading system to measure academic honesty. The following notes are found in the rule of execution and defense of the master's thesis: "In case of discovery of plagiarism, or if the volume of the original text of the master's thesis is less than 85% (coincidence exceeds 15%), the supervisor is obliged to react." Also, for master's theses, the limit of the number of coincidences with the original text (without using quotations, paraphrase and text from other sources) is not less than 85%. The assessment of the master's thesis of the scientific-research component of the educational program of the master's program is carried out once - with a final evaluation. The master's thesis must be evaluated in the same or the following semester, when the student completes the work on the thesis.

Master theses were requested by the group of experts. The institution presented 6 master's theses, which were completed within the framework of the mentioned master's program. Master's theses are in compliance with academic standards and include a research part.

The interview with students confirmed that the student has the right to send a reasoned complaint regarding any component of the assessment through the electronic learning process management system [emis.seu.edu.ge](http://emis.seu.edu.ge). Also, the student's Grade Point Average (GPA) is calculated by multiplying the evaluation, obtained by the student in every subject of the educational program, to the credits of that subject.

Completion of the master's thesis includes: a) agreement on the title of the master's thesis; b) drawing up a master's thesis and research plan; c) consultations with the supervisor; d) conducting research independently; e) independent work with literature, scientific and other sources; f) review of the initial version of the master's thesis by the supervisor; g) checking the master thesis for plagiarism; h) reviewing the master's thesis; i) Public defense of master's thesis.

During the evaluation of the defense of the master's thesis, attention is paid to the following components of the master's thesis: a) relevance; b) practical and/or theoretical

significance of research; c) novelty; d) the depth of the analysis of the research problem and the originality of the conclusions; e) reliability of research results (statistical processing of experiment/data, logical reasoning); f) presentation of the material during the defense (logical reasoning, structure of the presentation, clear speech, presentation of the main provisions of the work, etc.); g) giving adequate answers to questions during the defense process, justifying one's position, mastering terminology; h) Effectiveness of the visible signs used for protection. The evaluation is done with a 100-point system, which is presented in the analysis part of the given component. In addition, the evaluation received in the master's thesis can be appealed with an appeal application. Through the electronic learning process management system, at the end of the semester, an analysis of students' academic performance is performed to determine what percentage of the total number of students in the Programme achieve,

Based on the above, it can be said as a conclusion that the evaluation system in the syllabuses of the Programmes presented for accreditation at the National University of Georgia is transparent and regulated by the relevant normative documents. There were no comments from the students in this direction, which confirms full compliance with the requirements of the mentioned sub-standard learning outcomes of each course.

Evaluation components, methods, and criteria are transparent, accessible, and known in advance to the student. In the process of interview with academic and administrative staff it was mentioned that student assessment is reflected in each component of the program in the electronic learning process management system ([emis.seu.edu.ge](http://emis.seu.edu.ge)), where the assessment sheet reflects the current mid-term assessments, final and / or additional exam results. The electronic system automatically summarizes the student's current academic achievement scores, admits them to the final and / or re-examination (taking into account the set minimum competency threshold) and issues the final grade. The assessment sheet reflects all the assessments each student has accumulated during the semester. The student can control his / her own assessments in the system at any time.

### **Evidences/Indicators**

- Educational Programmes and Syllabuses of the Study Courses
- Interviews with heads of the programs, teaching staff, students and graduates
- Study Programme Development, Review and Termination Process at the Georgian National University
- Requirements for the Completion of a Master's Thesis and Awarding a Master's Degree  
<https://www.seu.edu.ge/en/554/>
- The Rule for Regulating the Education Process
- Interview results

- Self-evaluation report
- Student evaluation system

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

**General suggestions of the cluster:**

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

The University could improve the system of receiving feedback by students about their evaluation.

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### 3.1 Student Consulting and Support Services

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

#### Cluster and individual evaluation

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

The university provides comprehensive consultation and support services, ensuring that students receive the guidance they need to successfully plan their academic paths, strengthen their academic performance, and explore career development opportunities. The university has integrated these services through its Learning Process Management Electronic System (emis.seu.edu.ge), which plays a pivotal role in organizing and managing students'

learning processes. This system allows students to access detailed information about courses, syllabi, and grading systems, and to manage their academic registration and exam scheduling without physically attending the university. The system also provides timely updates on cultural and educational events, as well as job vacancies, allowing students to stay informed about opportunities both on and off campus.

During the site visit, it was noted that both students and staff expressed a high level of satisfaction with the support services provided by the university. Students appreciated the availability of consultation hours, which are accessible both online and in-person, and highlighted the ease of communication with faculty. Feedback mechanisms, such as student surveys, are regularly employed to improve syllabi and the overall quality of the programmes.

The support services offered by the university extend beyond academic guidance. The Career Development and Alumni Relations Office provides students and graduates with information on internships, job vacancies, and career development opportunities. It also hosts regular job fairs and training sessions aimed at enhancing students' professional skills. Employers are actively involved in these initiatives, often collaborating with students during their studies and offering practical training opportunities.

The university supports students' research activities by organizing student conferences and providing a platform for them to present their scholarly work. Additionally, student clubs and various research competitions at both the university and faculty levels play an essential role in fostering and promoting student engagement in research. The university also offers international exchange opportunities, enabling students to broaden their horizons and gain valuable experiences abroad.

However, some areas for improvement were identified. As a result of interviews with students, it appeared that while the university has numerous exchange agreements, there is currently a low level of involvement in both international and scientific engagement programs. To enhance students' academic and professional development, the university should take proactive steps to ensure greater participation in these valuable opportunities. There is a need to strengthen the awareness and accessibility of these opportunities.

The educational programmes within this cluster are in compliance with the standard requirements, particularly in the areas of student achievements, individual work, and support services. The integration of digital tools such as the Learning Process Management Electronic System has greatly enhanced the efficiency and accessibility of these services. Nevertheless, there are opportunities for improvement in enhancing student engagement in research activities and exchange programmes. By addressing these areas, the university can continue to provide a high-quality, student-centered academic experience.

#### **Evidences/Indicators**

- o The website of the university - <https://www.seu.edu.ge>;
- o The Learning Process Management Electronic System – [emis.seu.edu.ge](https://emis.seu.edu.ge);
- o Scientific Conference Materials - <https://www.seu.edu.ge/en/833/>;
- o Self-evaluation report;
- o Interview results.

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

#### **General suggestions of the cluster:**

It is suggested that the university increases efforts to promote and facilitate student involvement in scientific activities and international exchange programs, ensuring greater awareness and accessibility to these opportunities for enhanced academic and professional development.

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

#### **Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 8 Human Resources Management, second cycle)	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 doctorate students to perform the scientific-research component successfully.
  - Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.
- 

#### Cluster and individual evaluation

#### Description and Analysis

##### Programme 4 (Human Resources Management, second cycle)

The Human Resources Management (HRM) program complies with the standard requirements for master's thesis supervision. Supervisors are either academic or invited staff with a doctoral degree or substantial practical experience in the field. The university allows flexibility in selecting supervisors based on the specific needs of research topics, with opportunities for involving external academic experts when necessary.

Supervision ratios are currently a challenge, with six supervisors expected to handle an increasing number of students, suggesting that the ratio is not fully optimal. However, mechanisms are in place to monitor and evaluate supervision quality, including student feedback on their supervisors' assistance, consultation frequency, and the relevance of support provided throughout the research process.

The thesis component in the HRM program allows students the freedom to choose their supervisors and topics. Students receive guidance in selecting relevant and timely topics, supported by research methodologies and consultations with faculty. There are also grant projects available for research at the master's level, though further engagement of bachelor's students in research activities is recommended.

While the university's program mostly complies with the required standards, there is room for improvement in one key area: the number of supervisors for master's theses should

be increased to ensure a balanced and manageable ratio of supervisors to students. The ratio of master's students to supervisors is 17.5 students per supervisor, which is considered high, especially in academic programs where personalized guidance and research support are important. The current number of supervisors for master's theses in the HRM program (6) is expected to increase to accommodate more students.

It is crucial to maintain an effective ratio to ensure personalized and adequate supervision. According to general international practices and recommendations for effective research supervision, the recommended ratio tends to be around 1 supervisor for every 5-10 master's students. This allows for adequate individual attention, quality supervision, and regular feedback, particularly in research-intensive programs.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 4 (Human Resources Management, second cycle)</b>	
Number of master's/doctoral theses supervisors	6
//Number of doctoral thesis supervisors	-
Number of master's students	105
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	17.5
Ratio - supervisors of doctoral theses/doctoral students	-

#### **Evidences/Indicators**

- Annex N10 - Requirements for the Completion of a Master's Thesis and Awarding a Master's Degree <https://www.seu.edu.ge/en/554/>;
- Annex N6 – Master's Thesis;
- Annex N12 – Quality Assurance Mechanisms;

- Self-evaluation report;
- Annex 1 to the self-evaluation report - Cluster Quantitative Indicators;
- Master Theses;
- Interview results.

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

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

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

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):** It is recommended to increase the number of supervisors in the Human Resources Management program to reduce the current ratio of students per supervisor, ensuring better guidance and support for master's theses.

**Suggestion(s):**

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Management, second cycle)

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 ( <a href="#">Finance, first cycle</a> )	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 ( <a href="#">Business Management and Digital Technology, first level</a> )	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3(Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 ( <a href="#">Human Resources Management, second cycle</a> )	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Providing Teaching Resources

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

##### 4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the



sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➤ The Head of the Programme possesses the necessary knowledge and experience required for programme elaboration, and also the appropriate competencies in the field of study of the programme. He/she is personally involved in programme implementation.

➤ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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#### **Cluster and individual evaluation**

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

The programs grouped in a cluster involve appropriately qualified personnel who have the required competencies for the students to achieve the learning outcomes of the programs. These competencies are as follows and can be observed by the recent publications of the faculty staff, their practical experiences, and their participation in international industrially relevant conferences. The university assists the staff with information on recent developments in the educational sector.

Academic personnel and invited staff are used in optimum quantity and capacity to support the sustainable management of the learning process. The university has an elaborate procedure to come up with the right staffing densities of academic, scientific, and invited staff for the programs. These are student-to-faculty ratio analysis of faculty workload, projecting the demand for the programs offered, and the use of benchmarking of staff performance. This same management ensures the effective and efficient completion of research, creative, and performance activities and other tasks assigned. Currently, measurements of productivity support the sustainable continuation of the program development.

The Heads of the programs have adequate knowledge, skills, and experience in program management and development. They actively participate in the process of the program's establishment as well as the direct overseeing and operation of the programs. Organizational resources include a sufficient number of administrative and support staff who are qualified correspondingly. This allows students to get the necessary additional support and

has a positive impact on the effectiveness and longevity of the educational initiative. Administrative and other supportive personnel enrolled in programs daily check if students receive sufficient support. This helps students to have more support in their academic success thus enhancing more support in educational programs and making the programmes' development sustainable.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

The personnel involved in the implementation of the Bachelor's Program in Finance have appropriate pedagogical and practical backgrounds to deliver the study outcomes according to the program. This is affirmed through their personnel records.

During the interviews with the academic and visiting staff, it was evident that they were very much motivated and committed to program quality enhancement. Faculty members strongly desire to teach students about examples of best practices and benchmarks as well as case studies from prominent businesses. They also show initiative in determining and updating program goals and learning outcomes, as well as reflecting on the structure of the program.

The academic structure of the program includes 54 employees, of which 26 are academic and 28 are invited, 21 of which are affiliated. The number and workload of all staff members are designed so that the learning process can be administered, and all duties can be accomplished. Their working schedule includes time meant for meeting students and the management of academic and administrative staff makes the program sustainable. The academic personnel are recruited through an academic competition as advertised by the university while the invited personnel are employed as per the rules of the university.

The head of the educational program is familiar with the activities of the program, has knowledge and experience in the development of the program, and has experience in teaching the subject of the program. The head of the program participates in the day-to-day running of the program. Also, the program involves administrative and support staff with the right qualifications and abilities for their positions. This confirms that their credentials correspond to the tasks they accomplish to provide optimal support for the Bachelor's Program in Finance.

The university also provides accreditation/authorization standards, teaching-learning methods, evaluation systems, recording learning results, e-learning, and other important

current issues training and workshops for the staff. Such initiatives are aimed at the professional and teaching staff training to improve the quality of educational services.

<b>Programme 1 (Bachelor's Program in Finance, first cycle)</b>				
<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[1]</b>	<b>Including the staff holding PhD degree in the sectoral direction[2]</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>21</b>
- Professor	4	4	4	4
- Associate Professor	18	16	16	8
- Assistant-Professor	4	3	3	4
- Assistant	0	0	0	0
<b>Invited Staff</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>–</b>
<b>Scientific Staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>–</b>

[1] Staff implementing the relevant components of the main field of study.

[2] Staff with relevant doctoral degrees implement the components of the main field of study.

**Programme 2 (Business Management and Digital Technology, first level)**

The personnel involved in the implementation of the Bachelor's Program in Business Management and Digital Technology have appropriate pedagogical and practical background to deliver the study outcomes according to the program. This is affirmed through their personnel records.

During the interviews with the academic and visiting staff, it was evident that they were very much motivated and committed to program quality enhancement. Faculty members strongly desire to teach students about examples of best practices and benchmarks as well as case studies from prominent businesses. They also show initiative in determining and updating program goals and learning outcomes, as well as reflecting on the structure of the program.

The academic structure of the program includes 61 employees, of which 28 are academic and 33 are invited, 19 of which are affiliated. The number and workload of all staff members are designed so that the learning process can be administered, and all duties can be accomplished. Their working schedule includes time meant for meeting students and the management of academic and administrative staff makes the program sustainable. The academic personnel are recruited through an academic competition as advertised by the university while the invited personnel are employed as per the rules of the university.

The head of the educational program is familiar with the activities of the program, has knowledge and experience in the development of the program, and has experience in teaching the subject of the program. The head of the program participates in the day-to-day running of the program. Also, the program involves administrative and support staff with the right qualifications and abilities for their positions. This confirms that their credentials correspond to the tasks they accomplish to provide optimal support for the Bachelor's Program in Business Management and Digital Technology.

The university also provides accreditation/authorization standards, teaching-learning methods, evaluation systems, recording learning results, e-learning, and other important current issues training and workshops for the staff. Such initiatives are aimed at the professional and teaching staff training to improve the quality of educational services.

**Programme 2 (Business Management and Digital Technology, Georgian-taught, first cycle)**

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[1]	Including the staff holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff

Total number of academic staff	28	26	26	19
- Professor	4	3	3	2
- Associate Professor	19	17	17	14
- Assistant-Professor	5	4	4	3
- Assistant	0	0	0	0
Invited Staff	33	21	21	–
Scientific Staff	0	0	0	–

[1] Staff implementing the relevant components of the main field of study.

[2] Staff with relevant doctoral degrees implementing the components of the main field of study.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The personnel involved in the implementation of the Bachelor's Program in Business Management and Digital Technology have appropriate pedagogical and practical background to deliver the study outcomes according to the program. This is affirmed through their personnel records.

During the interviews with the academic and visiting staff, it was evident that they were very much motivated and committed to program quality enhancement. Faculty members strongly desire to teach students about examples of best practices and benchmarks as well as case studies from prominent businesses. They also show initiative in determining and updating program goals and learning outcomes, as well as reflecting on the structure of the program.

The academic structure of the program includes 37 employees, of which 21 are academic and 16 are invited, 12 of which are affiliated. The number and workload of all staff

members are designed so that the learning process can be administered, and all duties can be accomplished. Their working schedule includes time meant for meeting students and the management of academic and administrative staff makes the program sustainable. The academic personnel are recruited through an academic competition as advertised by the university while the invited personnel are employed as per the rules of the university.

The head of the educational program is familiar with the activities of the program, has knowledge and experience in the development of the program, and has experience in teaching the subject of the program. The head of the program participates in the day-to-day running of the program. Also, the program involves administrative and support staff with the right qualifications and abilities for their positions. This confirms that their credentials correspond to the tasks they accomplish to provide optimal support for the Bachelor's Program in Business Management and Digital Technology.

The university also provides accreditation/authorization standards, teaching-learning methods, evaluation systems, recording learning results, e-learning, and other important current issues training and workshops for the staff. Such initiatives are aimed at the professional and teaching staff training to improve the quality of educational services.

<b>Programme 3 (Business Management and Digital Technology, English-taught, first cycle)<sup>7</sup></b>				
<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>8</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>9</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>12</b>
<b>- Professor</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>- Associate Professor</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>7</b>

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

<sup>8</sup> Staff implementing the relevant components of the main field of study

<sup>9</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	5	5	5	4
- Assistant	0	0	0	0
Invited Staff	16	14	14	–
Scientific Staff	0	0	0	–

#### **Programme 4 (Human Resources Management, second cycle)**

The personnel involved in the implementation of the Master's Program in Human Resources Management have appropriate pedagogical and practical background to deliver the study outcomes according to the program. This is affirmed through their personnel records.

During the interviews with the academic and visiting staff, it was evident that they were very much motivated and committed to program quality enhancement. Faculty members strongly desire to teach students about examples of best practices and benchmarks as well as case studies from prominent businesses. They also show initiative in determining and updating program goals and learning outcomes, as well as reflecting on the structure of the program.

The academic structure of the program includes 31 employees, of which 18 are academic and 13 are invited, 14 of which are affiliated. The number and workload of all staff members are designed so that the learning process can be administered, and all duties can be accomplished. Their working schedule includes time meant for meeting students and the management of academic and administrative staff makes the program sustainable. The academic personnel are recruited through an academic competition as advertised by the university while the invited personnel are employed as per the rules of the university.

The head of the educational program is familiar with the activities of the program, has knowledge and experience in the development of the program, and has experience in teaching the subject of the program. The head of the program participates in the day-to-day running of the program. Also, the program involves administrative and support staff with the right qualifications and abilities for their positions. This confirms that their credentials correspond to the tasks they accomplish to provide optimal support for the Master's Program in Human Resources Management.

The university also provides accreditation/authorization standards, teaching-learning methods, evaluation systems, recording learning results, e-learning, and other important current issues training and workshops for the staff. Such initiatives are aimed at the professional and teaching staff training to improve the quality of educational services.

<b>Programme 4 (Human Resources Management, second cycle)<sup>10</sup></b>				
<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>11</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>12</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>12</b>
- Professor	4	4	4	4
- Associate Professor	11	11	11	9
- Assistant-Professor	3	3	3	1
- Assistant	0	0	0	0
<b>Invited Staff</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>–</b>
<b>Scientific Staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>–</b>

### Evidences/Indicators

- Personnel files
- Annex 1: Information about the Quantitative Data of the Educational Programme
- Program description
- Interviews with Program's heads, academic staff, invited specialists.

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

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>11</sup> Staff implementing the relevant components of the main field of study

<sup>12</sup> Staff with relevant doctoral degrees implementing the components of the main field of study



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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

For the master's program in a cluster, the university has selected qualified supervisors who have relevant scientific-research experience in the field of research.

#### Description and analysis

Programme 1 - Bachelor's Program in Finance (teaching language – Georgian) - NA

**Programme 2 - Bachelor's Program in Business Management and Digital Technology (teaching language – Georgian) - NA**

**Programme 3 - Bachelor's Program in Business Management and Digital Technology (teaching language – English) - NA**

**Programme 4 - Master's Program in Human Resources Management (teaching language – Georgian)**

The Master's Program in Human Resources Management thesis supervisor can be the academic or invited staff of the university with the doctoral academic degree, with the relevant scientific-research and/or practical experience in the field. In accordance with the specifics of a particular topic, priority may be given to the supervisor's scientific or practical experience as well as the relevance of previously performed topics under the guidance of the same person.

Upon the recommendation of the head of the program, the University is authorized to invite and involve the staff with valuable academic or professional experience from another educational or scientific institution in the implementation of the Master's thesis component of the program. The Master's thesis co-supervisor, together with person holding the Doctor's academic degree, may be the academic or invited staff of the University with practical experience in the relevant field

<b>Number of supervisors of Master's/Doctoral theses</b>	<b>Thesis supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated staff</b>
<b>Number of supervisors of Master's/Doctoral thesis</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>- Professor</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>- Associate Professor</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>- Assistant-Professor</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Visiting personnel</b>	<b>1</b>	<b>0</b>	<b>-</b>
<b>Scientific Staff</b>	<b>0</b>	<b>0</b>	<b>-</b>

## Evidences/Indicators

- Master's thesis files
- Interview with stakeholders
- Personnel files
- Requirements for the Completion of a Master's Thesis and Awarding a Masters Degree
- Self Evaluation Report

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

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

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

### Programme 4 (Human Resources Management, second cycle)

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Business Management and Digital Technology, first level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

#### Cluster and individual evaluation

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

Georgian National University SEU demonstrates a firm commitment to developing its affiliates and the staff invited from other universities. This dedication is seen in student achievement evaluations and stable frameworks that aim at improving the competencies of

the staff. SEU has a complex performance appraisal for its staff, whereby surveys from students and research done by the Quality Enhancement Department on the teaching programs are compiled in reports to help staff enhance their programs.

Performance appraisal at the University is a complex process where feedback survey results on the students' satisfaction are used to evaluate the staff. The evaluations focus on various aspects, including academic activities, research contributions, organizational development, and social engagement, ensuring a holistic assessment of each staff member's performance. Such a multifaceted evaluation process enables the assessment of each staff member's competencies and offers an effective roadmap for development. All surveys are made online through the university's platform which allows fast data analysis.

SEU's evaluation criteria focus on two key areas: teaching and research. Teaching activities are assessed at the end of each semester using students' feedback on course material. Such surveys focus on the course literature usage, compliance with the syllabi, accomplishment of learning objectives, and the efficiency of the assessment regimes. This also helps to ensure that the quality of academic work is upright with the University's standards. Research outputs are measured by the quality and the number of publications while the organizational contributions are measured in terms of contribution to programme design, assessment, and participation in organizational management structures. This kind of evaluation approach captures each academic staff member's competencies and provides a good framework for training. It is also necessary to highlight that the institution under discussion is not concerned with such a penalizing notion; while emphasizing the professionals' improvement and becoming better at their jobs all the time.

The University supports the professional development of its staff by providing financial assistance for attending international conferences and publishing research in refereed journals. To promote research activities, the University offers internal grants, funds various research projects, and organizes scientific conferences. SEU publishes peer-reviewed journals like "SEU&Science" and "Vectors of Social Sciences," the latter being part of the DOAJ database, to enhance the scientific activities of the academic staff. These initiatives create a supportive environment for research and professional growth.

SEU understands that the role of the human factor is critical in the context of the education process. An ever-learning environment on the Campus assists in staff development and academic productivity of the institution. The University continues to invest in the growth of quality and specialized capacities of its academic staff through recruiting competent lecturers as well as supporting scientific projects. A campus environment that is continuously 'ready for learning' ensures continuous improvement and growth in SEU University's staff's knowledge and thus enhances academic output. The university is firmly committed to the improvement of the competence of its teaching and research staff, carefully infusing science and inviting highly skilled lecturers to the school.

#### **Evidences/Indicators**

- Personal files and publications of the academic staff involved in the program
- Interviews with: Academic personnel, the Quality department, and with self-assessment team
- QA research reports

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

#### **Programme 1 (Finance, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

#### **Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Evaluation**

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### 4.4. Material Resources

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

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##### Cluster and individual evaluation

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

The educational programs within this cluster are delivered at a modern campus that contains all the necessary resources such as an effective library, AI lab, and exams resource centers. These along with the material and technical support required facilitate the achievement of the program's academic and research productivity both in terms of quality and quantity. All classrooms are well-provisioned with all the necessities required to deliver an effective learning process. The resources and how they should be used by the students are made known to them during welcome training.

The university provides an e-services module where the student can choose courses, draw syllabi, sit for exams, check exam results, engage the lecturer and other officials, communicate with administration, complete questionnaires and access any other relevant information. This system corresponds to modern trends and requirements of secure processing and technical characteristics while it functions continuously without any interruption.

The library of the university which is well equipped with modern facilities also has sitting arrangements and working tables for students and other employees in the form of cubicles, it has individual and group working spaces. They give a means of accessing all curriculum documents, books, and printed and electronic materials as listed in syllabi. In cooperation with the NNLE Georgian Library Association, Georgian National University SEU has obtained the International Online Library Database so students can use the latest scientific

journals and other academic requirements necessary for the achievement of learning outcomes of its program.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

The Bachelor's Program in Finance at Georgian National University SEU is conducted on a campus equipped with all modern facilities including libraries and other study materials, which contribute to accomplishing the program's aim and objectives as well as learning outcomes, both in quantity and quality. Every classroom contains the tools needed to enhance learning; students are equally aware of the resources provided in the classroom and how to use them.

University Library is one of the important resources, which provides state of art infrastructure and workspace for students and faculties. It supplies literature and instructional aides, both print and online as called for by the syllabi of each course offered. These resources empower the students so that they can be able to meet the learning outcomes of their educational programs.

The NNLE Georgian Library Association has formed a partnership with Georgian National University SEU and students have access to international online library databases, the newest scientific journals. The access enables the students to get acquainted with the latest research conducted in the various fields of study to achieve the study outcomes.

University tangible, experimental, informative, and virtual assets are readily available to the students and academic staff. These resources are meant to be used in learning and user instructions are well stated to make sure the students get the most out of their learning experience.

One of the major focuses of the University is the 'Tech & Entrepreneurship Lab', which provides the students with actual business projects to work on and acquires the utilization of consulting support with professional and individual guidance. The lab enables a group of like-minded student to develop their business plans and implement them; the lab is also linked to the government-supported startup initiative, GITA. Further, the lab schedules separate

workshops and activities that are addressed by experts of the industry to train on certain skills and also actively participates in the inclusion of practical aspects into the curriculum by liaising with professionals and firms.

Therefore, studying Bachelor's Program in Finance in the Georgian National University SEU students are supplied with the necessary infrastructure, library, and Tech and Entrepreneurship Lab. These sources make it possible to provide students with well-rounded knowledge, which will open them successful opportunities in the sphere of finance and business.

### **Programme 2 (Business Management and Digital Technology, first level)**

The program assessed at Georgian National University SEU Bachelor of Business Management and Digital Technology is implemented on the campus with strong infrastructures. This includes the availability of a capable library and all-around learning material and technical support to facilitate the attainment of the program objectives and the quantitative and qualitative academic accomplishments. Classes are well equipped with the relevant teaching equipment to ensure that the learning process is enhanced and the students are made aware of the available equipment and how to use them.

The university library is quite contemporary and has focused study areas for the learners as well as the academic staff. It contains required literature and educational materials, including the electronic media as prescribed in the syllabi of the courses. Aside from this wide compilation of courses, the students would be in a position to meet the learning outcomes of their educational programs.

The University's policies and practices demonstrate that the materials, lab, information, and digital assets are accessible to students and staff. These resources are well explained to the students and accompanied by information about the rules of their usage which enables the students to get the optimum out of the available amenities.

One of those is Tech and Entrepreneurship Lab which provides students with actual projects from businesses. This practice also serves the purpose of enabling students to develop specific skills required for the execution of projects and contains a section on personal

mentoring services. It also helps students to form a groups and champion their business ideas into projects. Moreover, the lab provides students with several workshops and practical sessions with representatives of the field of business to enhance specific competencies. This ensures the practical aspects of the courses are incorporated into the program to meet the demand from the providers and companies of practitioners.

The Bachelor's Program in Business Management and Digital Technology at Georgian National University SEU is backed up by the advanced infrastructure, library, and the Tech and Entrepreneurship Lab. Altogether, these resources guarantee students to gain all-around knowledge to become successful professionals in the field of business as well as in digital technology.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The Georgian National University SEU offers the Bachelor of Business Management and Digital Technology program in a modern teaching environment; the university has an adequate infrastructure. The university offers a stock of library products and learning/teaching materials, equipment, and other learning resources required to achieve the program objectives and processes learning outcomes: This is in terms of quantity and quality within the shortest time possible. Every classroom has all the requisite equipment and supplies necessary to enhance the teaching-learning process; students are not only aware of the available resources; but also, the policies for use of the resources.

A major strength is the university's library which boasts modern facilities. It contains a collection of all the required literature, textbooks, and other educational materials in compliance with the syllabi of the studied educational program, including electronic media. This ensures that at the end of every given lesson, the students have all that is required to meet the intended learning outcomes required at each level of the program.

The materials, laboratory equipment, and informative and digital learning resources found in the university are also within the reach of the students and academic staff. The Tech and Entrepreneurship Lab provides students with practical business tasks. The lab provides additional knowledge for current practical skills which are essential to the execution of

projects, as well as individual coaching services. It also serves as a joint working platform for groups of students with similar inclined towards specific business ventures to actually put to market their ideas. Furthermore, certain non-academic workshops and activities where the experts from the specific field are engaged refer to this category.

Facilities include teaching aids, modern ICT equipment which includes computers, Artificial Intelligence software, teaching aids, and projection systems that are very essential for ICT activities. are critical to improve not only the teaching-learning process within the educational setting but also the practical training in order to develop competencies required for working life.

The university library also serves the academic program through a fundamental collection of resources in network and hard copy. Students get exposed to such materials through the Smart Way of Learning system; this way, they are well equipped with the knowledge and skills that are needed to succeed in a class and any content that has been prepared by the lecturer. The faculty has an electronic catalog on the university website and the users can search for information through authors, titles, or subjects. This system thus guarantees access to necessary resources and articles without much difficulty by either the student or the faculty members. The university's smart system further enhances the learning experience by providing students with all the literature required for their studies, encouraging continuous learning even from home. This commitment to providing students with educational tools reflects the university's dedication to maintaining educational quality in the era of AI advancements.

#### **Programme 4 (Human Resources Management, second cycle)**

The Master's degree program in Human Resources Management of the Georgian National University SEU is taught at a contemporary spacious campus with adequate library, teaching, learning, and administrative facilities. These are materials to complement the program objectives and guarantee the attainment of learning objectives numerically as well as stylistically. Every classroom has everything that is required for teaching and learning to take

place and students are made aware of the learning resources available as well as the protocols for use.

The university library is systematically structured and provides working areas both for students and academic staff. It holds necessary literature and educational material: electronic resources which are described in the syllabi of the program. This means that students are well-equipped with the materials that will enable them to achieve their learning needs and goals.

In the teaching process, classrooms are equipped with modern technologies which include monitors, video and audio facilities, and in the count of lecturing, seminars, and workshops may be conducted in a blended manner. Discussion with students and graduates further supported findings by indicating that students are fully aware of the availability of such sources as well as rules governing their use.

The internal e-services system of the university enables students to choose courses, get access to syllabi and content, take tests, view results, interact with the faculty and administrators, complete surveys and obtain documents.

A section in the university library is a treasure trove of printed books, many are also available in electronic format. The library provides access to the necessary databases according to the electronic catalog. The agreement with the Georgian Library Association lets students use foreign electronic libraries so students can work with the most up-to-date data needed for their program outcomes. These resources are also accessible with the help of the university's VPN for those students who want to get literature from home.

An expert library visit proved that the library's printed and electronic resources conform to the literature described in the syllabi of the program. Students' interviews also confirmed the understanding that they get the latest business publications both on and off campus to keep them abreast of the literature and case studies necessary to achieve the intended learning outcomes.

### **Evidences/Indicators**

- Self-Assessment Report
- University electronic resources and library Inspection; inspection by selective method
- Interview with the head of the program

- Interview with students

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

## Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	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.

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#### Cluster and individual evaluation

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

The program budgets are well prepared to achieve the academic objectives and essential requirements of students as well as academic staff. All programs are financially sustainable to operate from year one based upon the cost recovery formula for successful programs. Where the enrolment number fails to achieve the minimum set number, the university supplements the program's funding to keep the program running and more so sustainable.

A share of the resources is consumed in the training and development of the staff and education of the academic personnel. This includes funds for going to conferences, which are



critical to acquiring more information about developments in their lines of specialization. These conferences afford the faculty a platform to network with their counterparts across the globe, share knowledge, and come back to the university to enrich knowledge to be imparted to the students.

Also enough money is spent on the acquisition of the business literature required to sustain the university's collection in a continuous manner. This will help to make sure that the students and faculty can have material, and information flow sufficient to cater for their academic and career demands. The programs and the library are up-to-date therefore meet the academic requirements as well as offering the students a vocationally relevant curriculum to enable them succeed.

The budgets also respond to present needs in terms of academics and practices and prepares a groundwork for a successive financial development. Each programme works to its separate budget and is financially viable with the ideal objective of becoming financially independent in the long run. But when the programs are just starting, the university supplies funds which will help them get established and run effectively.

These programs have been acknowledged to have been established and nurtured mostly through university grants with any plans to become financially sustainable in the future. The funds provided by the university do not only cover some ordinary expenses; on the contrary, it involves more to make certain that the program has all that it takes in order to realize the intended results.

Altogether, the program budgets are co-ordinate and carefully placed in such a way so as to help to carry on scholarships, development of faculties and balancing the expenses. This financial structure creates the opportunity for the programs to fulfill their goals and give a better environment for students and staff.

## **Description and Analysis**

### **Programme 1 (Finance, first cycle)**

The Bachelor's Program in Finance is provided via the program-specific budget. The budget allocations are spent on purchasing and renewing material and technical resources,

and continuously renewing the book stock stated in the program. It also pays for the organization of scientific conferences, and salaries of academic and invited personnel, and ensures the publication of their research papers. Scientific missions, exchange programs, international training, and conference participation are provided for academic staff, administrative personnel, and students by the budget.

The budget of the program covers not only the special training of the teaching staff but also such work experience of students, including participation in international conferences. Moreover, it provides for the regular updating of business literature to include recent trends and innovations in the area.

According to the program head, the budget resources outlined in the program budget are economically viable and within the university's overall budget. The viability of the budget takes into consideration the student enrollments forecasted.

## **Programme 2 (Business Management and Digital Technology, first level)**

The financial security of the Bachelor's Program in Business Management and Digital Technology is guaranteed through the program budget. The allocation of financial resources is prepared in an economically viable manner, tailoring to the needs of this very program.

Budget funds are assigned to such priorities as the acquisition and renewal of the material and technical resources, and continuing update of the book collection. These means ensure the realization of educational goals as set forth by the curriculum and guarantee that students and faculty members possess up-to-date means and teaching materials. The budget also covers the organization of scientific conferences, remunerations for academic and invited personnel, and publishing the research papers of these academics and guest staff.

This budget will also cover all expenditures that are required to cover students', academic staff's, and administrative staff's needs arising from academic missions, exchange programs, and international training and conferences. This is through full funding of the program to cover all its ramifications and to meet the academic objectives of providing quality education.

Special concern is taken to regularly update the existing stock of books and learning materials. Ongoing investment in new literature serves both the needs of the students and those of the teachers by providing the latest information and developments in the field of business administration. This focus on the acquisition of modern resources is paramount in sustaining program credibility and ascertaining that the currently relevant knowledge is acquired.

### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

The financial support for a Bachelor's Program in Business Management and Digital Technology is ensured through a program budget developed for each educational program. The finances provided are economically viable and appropriate for the particular needs of the program.

This includes budget spending on the acquisition and renewal of material and technical resources, equipping the laboratories, continuous renovation of the book collection, organization of scientific conferences, and expenditure of salaries for academic and invited staff.

The budget also covers the publication of academic research, scientific missions, exchange programs, international training, and conferences for students, academic staff, and administrative personnel. This ensures that the budget is utilized in a manner that would meet the program's needs while at the same time promoting the growth and sustainability of the program.

The identified financial means within the program budget correspond to the economic feasibility of a program within the limits of the university budget, according to the head of the program interview. Nevertheless, the identified assumption of student enrollment is relevant. In regard to the promotion of the program among its target segment, the program head is planning specific and effective utilization of advertising channels to achieve the critical number of students to meet the budget break-even point.

### **Programme 4 (Human Resources Management, second cycle)**

The Master's Program in Human Resources Management has financing via a program-specific budget. The funds are spent on a variety of needs that are vital to the program: material and technical resource acquisition and replacement, laboratory equipment, and further development of the program book collection. Further, it is planned to spend the budget resources on organizing scientific conferences, paying academic and invited staff, and publishing their research. This will involve financing academic missions, including international exchanges, training sessions, and conferences for students and staff.

The program budget includes development resources for staff and practical exposure for students, like international faculty conferences and business simulation training. It also allows for continuous renovation of business literature in step with new developments and innovations.

The financial allocations in the programme, therefore, are meant to meet this economic viability criterion on the part of the university. According to the head of this program, such allocations must be attributed to student enrollment estimates. In order for the number of students to reach the break-even point, the head of the program has been providing a focused approach toward the marketing of the program via optimum utilization of advertising channels.

#### **Evidences/Indicators**

- The program budgets
- Interview with the heads of the programs

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Evaluation**

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology, English-taught, first cycle)

Programme 4 (Human Resources Management, second cycle)                      X                      □                      □                      □

#### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	□	□	□
Programme 2 (Business Management and Digital Technology, first level)	X	□	□	□
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	□	□	□
Programme 4 (name, level)	X	□	□	□

#### 5. Teaching Quality Enhancement Opportunities

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

##### 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 the assessment process. Programme staff utilizes quality assurance results for programme improvement.

Cluster and individual evaluation

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

The quality enhancement department is responsible for quality provision processes at the University, functions and working rules which are defined by the legislation of Georgia, the University's mission and strategy, and other internal regulations. Moreover, the department carries out its activities on documents developed within the framework of the Bologna process and ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area). Objectives and work of the department refer to: the development of university internal policy for quality provision; participation in the process of development of new educational programmes; support to raise teaching/learning and scientific study quality; provision of compliance with authorization and accreditation standards; evaluation of educational programmes and university services; organization of development of questionnaires and interviews, analysis of the results and development of corresponding recommendations etc.

The objectives, tasks, procedures and obligations of the stakeholders are described in the “Quality Improvement and Development Policy”, as well as the "Policy of the National University of Georgia SEU on Dissemination of the Main Results of Quality Assurance", according to which the quality assurance tools created at the University work based on the principles of the quality assurance system “Plan, Do, Check, Act”. The internal quality evaluation of the presented programmes was carried out with the same principles.

To ensure internal quality, the university has implemented an accountability system that includes the involvement of all stakeholders, including external actors, in the process of evaluating the quality of programmes implementation. For the same purpose, the following documentation has been developed: 1. Programme, syllabus and university self-evaluation forms with filling instructions; 2. Staff (academic/invited/administrative/support) activity evaluation system; 3. A mechanism for monitoring the academic performance of students and the use of monitoring results to improve the learning process; 4. Mechanisms for evaluating and improving educational programmes, including surveys (with the involvement of academic/invited/scientific staff, students, graduates, and employers), etc.

The submitted programmes self-evaluation report, accompanying documents and site-visit results confirm that leaders of the programmes and administrative staff were actively involved in developing the evaluation tools and in the evaluation provided. It is worth noting that the academic and invited staff of the bachelor's and master's programmes confirmed their participation in the development of the educational programmes and the planning of quality assessment mechanisms.

It should be noted that the self-evaluation report shows the active involvement of the self-evaluation team in the development of both the educational programmes and the self-evaluation report. The self-evaluation working group included administrative and academic staff, and the students and employers were involved through questionnaires.

#### **Evidences/Indicators**

- Self-Evaluation Report;
- The Educational Programmes;
- The Study Courses Syllabi;
- Quality improvement and development policy;
- Quality Assurance Mechanisms;
- Interview Results.

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

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

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

#### **Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

#### **Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

#### **Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**



Suggestion(s):

Programme 4 (Human Resources Management, second cycle)

Recommendation(s):

Suggestion(s):

## Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

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

The external quality evaluation mechanism for the university is the authorization and accreditation processes implemented by the National Center for Educational Quality Enhancement. The authorization of a higher education institution is an obligatory external mechanism for ensuring the quality of higher education, while accreditation is a mechanism for external evaluation of educational programmes compliance with standards.

The university generally takes into account the recommendations received by experts during authorization and accreditation and makes appropriate changes in the programmes. The university also collaborates with local and international stakeholders and field experts to evaluate the programmes. To develop educational programmes, the university studies the requirements of the local labour market and determines the needs of potential employers. The results obtained are reflected in educational programmes objectives, learning outcomes, curricula and training courses.

According to the SER of the cluster submitted by the HEI, the documentation enclosed to it and the interviews conducted during the accreditation visit, the programmes presented in the cluster were or are evaluated by Georgian and foreign external stakeholders. However, the reports submitted by the external evaluators do not include an in-depth analysis and evaluation of cluster programmes objectives, learning outcomes, curricula and training courses, nor an assessment of staff qualifications. Also, programmes are evaluated individually, not from a cluster prism. For further development of the programmes, meaningful and comprehensive external evaluation would be useful.

### **Evidences/Indicators**

- Self-Evaluation Report;
- Educational Programmes;
- The Study Courses Syllabi;
- External evaluation reports;
- Interview Results.

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

**General suggestions of the cluster:** For further development of the programmes, meaningful and comprehensive external evaluation would be useful.

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation are 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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#### Cluster and individual evaluation

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

Programmes' monitoring and periodic evaluation are performed in the University according to the rules and procedures established, which are described in the documents "Quality improvement and development policy", "Policy on communicating key quality assurance outcomes", "Concept regarding feedback for students" and „Methodology of formation and evaluation of learning outcomes of the educational programme”.

Educational programmes' monitoring and periodic evaluation aim at evaluating their implementation quality, teaching/learning/research processes and university services. For this purpose, the following mechanisms have been introduced: 1. Staff (academic/invited, administrative, support) performance evaluation system; 2. The mechanism of monitoring students' academic performance and using the monitoring results to improve the programme; 3. Mechanisms for evaluating and improving educational programmes with the involvement of academic/invited staff, students, graduates and employers; 4. University services and resources quality assessment system; 5. Self-assessment forms and questionnaires.

Information collected for evaluation and monitoring of educational programmes on a semester and yearly basis is reflected in the self-evaluation form of the programmes, which is filled by the head of the programmes. Educational programmes' self-evaluation form includes the self-evaluations of the training courses provided by the lecturers. Both qualitative and

quantitative data are used in monitoring the programmes included in the cluster (for example, the results of student surveys, self-evaluations of training courses, the results of academic performance of students, the results of satisfaction of academic and invited staff, etc.).

The accreditation experts requested an analysis of the student's academic performance in the master's programme of human resources management and the bachelor's programme of finance (duration 4 academic years). As a result of the evidence presented, it was found that a large number of students cannot cope with the courses offered by the programs. A group of experts believe that the academic performance of students should be studied in more depth. In particular, the reasons for the high percentage of students who failed the course should be carefully analyzed.

The interview results confirm that the programme's heads, academic staff, and administrative representatives were actively involved in the process of developing the educational programme and its initial monitoring. The following activities were carried out by the working group:

- Continuous consultation and involvement of all stakeholders were ensured during the programmes development process;
- Programmes were benchmarked with similar programs of Georgian and foreign universities and their best practices have been applied;
- A survey of employers and labour market research was conducted in order to determine the challenges and the qualification requirements in the labour market;
- The curriculum maps, the mechanisms for evaluating the programme's learning outcomes, and the assessment plans were developed, including both a specific assessment period and target benchmarks;
- The draft versions of the programmes and their components/syllabi have been revised.

#### **Evidences/Indicators**

- Self-Evaluation Report;
- The Educational Programmes;
- Internal quality assurance tools (self-evaluation forms, questionnaires, etc.);
- Quality improvement and development policy;
- Methodology of formation and evaluation of learning outcomes of the educational programme;
- Policy on communicating key quality assurance outcomes;
- Concept regarding feedback for students;
- Labor market research;

- Benchmark document;
- Interview Results.

**General recommendations of the cluster:**

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

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

**Programme 1 (Finance, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Management and Digital Technology, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Management and Digital Technology, English-taught, first cycle)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Human Resources Management, second cycle)**

**Recommendation(s):** The academic performance of students should be studied in more depth. In particular, the reasons for the high percentage of students who failed the course should be carefully analyzed.

**Suggestion(s):**

## Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology, English-taught, first cycle)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Human Resources Management, second cycle)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Finance, first cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Management and Digital Technology, first cycle)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Management and Digital Technology,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English-taught, first cycle)				
Programme 4 (Human Resources Management, second cycle)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

#### Compliance of the programmes with the standards

Contents  Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Finance, first cycle)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Business Management and Digital Technology, first cycle)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Business Management and Digital Technology,	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements



English-taught, first cycle)					
Programme 4 ( Human Resources Management, second cycle)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

### Signatures

#### Chair of Accreditation Experts Panel

Enn Listra



#### Of the member(s) of the Accreditation Experts Panel

Eka Lekashvili



Tamaz Uzunashvili



Ketevan Kavtaradze



Kristine Chikhladze



Lika Kvinchia

