



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's Educational Program in Business Administration (180 credits)
Bachelor's Educational Program in Business Administration (240 credits)
Master's Educational Program in Business Administration
Master's Educational Program in Public Administration
Master's Educational Program in Leadership and Management in Higher Education (English language)
Master's Educational Program in Transport Logistics
Doctoral Education Program in Business Administration

LEPL - Akaki Tsereteli State University

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University, Legal Entity Under Public Law
Identification Code of Institution	University
Type of the Institution	212693049

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7
Name of the educational programme	Business Administration	Business Administration	Business Administration	Public Administration	Leadership and Management in Higher Education	Transport Logistics	Business Administration
Level of higher education	Sixth	Sixth	Seventh	Seventh	Seventh	Seventh	Eighth
Qualification to be awarded	Bachelor	Bachelor	Master	Master	Master	Master	Doctoral
Name and code of the detailed field	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 education¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language of instruction	Georgian	Georgian	Georgian	Georgian	English	Georgian	Georgian
Number of ECTS credits	180	240	120	120	120	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	Accredited	Accredited	Accredited	Authorized	New	New

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes²**

The following programs are grouped in the cluster: Bachelor of Business Administration (180 credits); Bachelor of Business Administration (240 credits); Master of Business Administration; Master of Public Administration; Leadership and Management in Higher Education Master's; Master of Transport Logistics; Doctoral programs in Business Administration. Selected programs are focused on preparing highly qualified specialists, taking into account the modern achievements of the field, who will be able to successfully carry out research and practical activities using the acquired field knowledge, scientific-research work and transferable skills against the background of modern challenges and innovations.

Programme 1 Bachelor's Educational Program in Business Administration (180 credits) – new program - The qualification to be awarded is "Bachelor of Business Administration".

Program 2 Bachelor's Educational Program in Business Administration (240 credits) was accredited in 2019 (Decisions of the Accreditation Council No. 1, 09.01.2019). The qualification to be awarded is "Bachelor of Business Administration". Number of student places announced -150, number of students with active status 561, total number of applicants 1193 (latest data).

Programme 3 Master's Educational Program in Business Administration was accredited in 2019 (Decisions of the Accreditation Council No. 196, 08.11.2019). The qualification to be awarded is "Master of Business Administration". Number of student places announced -20, number of students with active status 49, total number of applicants 20 (latest data).

Programme 4 Master's Educational Program in Public Administration was accredited in is "Master of Public Administration". Number of student places announced -20, number of students with active status 15, total number of applicants 4 (latest data).

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language) - The English-language master's educational program "Leadership and Management in Higher Education" has been implemented at ATSU since 2013 (Decision of the Accreditation Council No. 136, 08.10.2013) in frame of ERASMUS+ project MAHATMA. The qualification to be awarded is "Master of Education Management". Number of student places announced -11, number of students with active status 5, total number of applicants 3 (latest data).

Programme 6 Master's Educational Program in Transport Logistics – new programme - qualification to be awarded is "Master of Business Administration in Transport Logistics".

Programme 7 Doctoral Education Program in Business Administration – new programme - qualification to be awarded is "Doctor of Business Administration".

From 2012 to 2023, the programs in the cluster were improved based on advice from the Quality Assurance Office at the Faculty of Business, Law, and Social Sciences. Changes included increasing the number of elective courses to give students more options, clarifying the names of some courses, diversifying teaching

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

methods, updating course materials, modifying foreign language courses in undergraduate programs, and refining the evaluation system to better meet the learning objectives.

New programs were developed in accordance with the "National Qualifications Framework" competency descriptor approved by Appendix 1 of the Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, and the "Study Fields Classifier" approved by Appendix 2 of this order, accreditation standards, and sectoral benchmark characteristics of higher education considering stakeholders' advice and the demand of the labour market.

- **Overview of the Accreditation Site Visit**

The accreditation visit took place on in the period of 8-10 October 2024. Prior to the visit, the expert panel received a comprehensive Self Evaluation Report (SER), along with supplementary documents such as the Educational Program Planning and Development Methodology, details of the human resources involved in the program, the program syllabus, guidelines for assessing learning outcomes, information on academic and faculty staff, and the Quality Assurance System manual.

During the visit, the expert panel had the opportunity to meet and interview representatives from various university stakeholders, including administration, the program management team, the SER work group, and the Quality Assurance Team. They also communicated with teaching staff (both academic and invited), representatives from different departments, employers, alumni, and students from related study programs. All participants were very cooperative and eager to engage in open and constructive discussions. Requests from the panel for additional information and interviews were addressed promptly and professionally throughout the visit.

The expert panel would like to express their sincere thanks to all participants for their collaboration, willingness to provide further insights and feedback, and for providing a friendly and productive atmosphere during the visit.

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

The expert panel has reviewed and evaluated all documents provided by ATSU before the visit and additional documentation received during the visit, analysed all the information received during the interviews and has got a positive impression on the evaluated study programs included in the cluster. In general, the programs are substantially compliant with the standards and fully compliant in case of standard 2. Detailed information on compliance is presented in the report.

- **Recommendations**

General recommendation for the cluster will be as follows:

- Consider reviewing the scope of mandatory literature being extensive and including not only laws and legislation but also relevant scientific articles.

- Consider reviewing the list of mandatory and additional literature for all courses of the evaluated study programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards.
- Consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.
- Update existing memorandums to strengthen alignment with current program outcomes.
- Strengthen the international mobility of students by increasing involvement in semester exchange programs and short-term international projects;
- Increase the involvement of students in scientific research projects.
- Review the actual staff workload and bring it into line with internal regulationsI
- It is recommended that the quality assurance service conduct training/workshops with the academic programs' team to ensure their effective involvement in the process of developing programs assessment and quality assurance mechanisms, which will facilitate the delegation of rights, responsibilities, and tasks during programs evaluation and improvement.
- It is recommended that, with the participation of the Quality Assurance Office, the programs' maps and learning outcomes assessment plans be carefully studied. Furthermore, individual target benchmarks should be established for the programs, and training sessions or workshops should be conducted with the programs' implementation team.
- It is recommended, that the recommendations received through external expertise be thoroughly examined and analyzed to ensure the incorporation of significant and developmental recommendations into the educational programs

Specific recommendations for the programmes will be as follows:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s):

- It is recommended to redefine the aim of the study programs to reflect the unique focus of the Business Administration field.
- Its is recommended for learning outcomes not being formulated based solely on a single course taught under the study program.
- It is recommended to revise learning outcomes to better align with the academic objectives of the program.
- It is recommended to increase personnel involvement in scientific-research activity at an international level in high-rated, indexed journals.

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s):

- It is recommended to redefine the aim of the study programs to reflect the unique focus of the Business Administration field.
- Its is recommended for learning outcomes not being formulated based solely on a single course taught under the study program.

- It is recommended to revise learning outcomes to better align with the academic objectives of the program.
- It is recommended to increase personnel involvement in scientific-research activity at an international level in high-rated, indexed journals.

Programme 3 Master's Educational Program in Business Administration

Recommendation(s):

- It is recommended to increase personnel involvement in scientific-research activity at an international level in high-rated, indexed journals.
- It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology.

Programme 4 Master's Educational Program in Public Administration

Recommendation(s):

- It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.
- It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology.

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s):

- It is recommended limiting the number of learning outcomes to 8-10 to clearly outline the focus of the study program.
- It is recommended to increase personnel involvement in scientific-research activity at an international level in high-rated, indexed journals.
- It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology.

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s):

- It is recommended to replace the course "Research Methods in Business" with "Research Methods in Logistics," or to incorporate field-specific literature and study topics related to logistics research methods.
- It is recommended to increase personnel involvement in scientific-research activity at an international level in high-rated, indexed journals.
- It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology.

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s):

- **It is recommended to rephrase one specific aim of the study program to emphasize the high level of scholarly engagement and contribution to significant scientific activity within the field.**
- **Consider establishing academic writing as a mandatory course within PhD program.**

• **Suggestions for the Programme Development**

General suggestions for the cluster will be as follows:

- Consider outlining the social responsibility aspect in the aim of the study programs to enhance alignment with the mission of the University.
- Consider improving mechanisms of assessment of learning outcomes assessment. Consider exploring the successful integration of AI into curriculum.
- Consider standardizing the total number of credits allocated for the elective component across all programs.
- Consider incorporating a sustainability component into the programs, focusing on different ESG dimensions.
- The engagement of foreign applicants (international students) could be improved to support inclusivity.
- Adding culturally responsive adjustments or international students' needs could be further detailed in the syllabi or program structure.
- It is suggested that special attention should be paid to the problematic parts of the results of the survey, so that appropriate actionable steps can be taken in time
- It is suggested to upgrade the CV's of the personnel, providing the full information about the publishers and publications links.
- Allocate resources for modernization of the learning classes.
- Allocate resources for ensuring library equipment (printer, Xerox, scanner).
- Allocate resources for updating computer systems.
- It is suggested to increase the budget of the programs through participating in international projects, involving local and foreign handouts and funds, implementing joint programs.
- In line with modern challenges, it would be desirable if the Quality assurance office initiates training for university administrative and academic staff on the effective use of artificial intelligence. Additionally, it would also be desirable to include an elective course on artificial intelligence in the programs' curriculum.
- It would be advisable for the educational programs team to consider raising the minimum competency threshold in mathematics for the Unified National Exams and to further strengthen mathematics education at the programs level by offering supplementary educational services.

Specific suggestions for the programs will be as follows:

Programme 3 Master's Educational Program in Business Administration

Suggestion(s):

- **It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;**

- It is suggested that the candidates for the master's degree be permanently given special training, which will provide significant assistance in the process of preparing the qualification thesis.

Programme 4 Master's Educational Program in Public Administration

Suggestion(s)

- It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;
- It is suggested that the candidates for the master's degree be permanently given special training, which will provide significant assistance in the process of preparing the qualification thesis.

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Suggestion(s):

- It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;
- It is suggested that the candidates for the master's degree be permanently given special training, which will provide significant assistance in the process of preparing the qualification thesis.

Programme 6 Master's Educational Program in Transport Logistics

Suggestion(s):

- It would be beneficial in the future to increase the number of invited staff with more practitioners of the field.
- It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;
- It is suggested that the candidates for the master's degree be permanently given special training, which will provide significant assistance in the process of preparing the qualification thesis.

Programme 7 Doctoral Education Program in Business Administration

Suggestion(s):

- It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;

- **Brief Overview of the Best Practices (if applicable)³**

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

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

In relation to the argumentative position of HEI on the accreditation report submitted by the expert panel we would like to comment as follows:

We agree with the following statements made by HEI:

Program 6 - Master's Educational Program in Transport Logistics

Recommendation 1 - It is recommended to limit the number of learning outcomes to 8-10 to clearly outline the focus of the study program.

A technical mistake occurred, this recommendation is applicable to Master's Program "Leadership and Management in Higher Education, we made changes in our report accordingly.

Program 7 - Doctoral Educational Program in Business Administration

Recommendation 3 - It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology

A technical mistake occurred, we made changes in our report accordingly.

Technical errors mentioned by HEI – first one is corrected, for the second one related to ESG implementation - wording is changed to make full clarification.

In case of other arguments, we appreciate response from HEI, however we maintain our position and consider recommendations valid and relevant for the cluster programs.

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

According to SER and the information gathered during the site visit during interviews with the HEI representatives as a result of previous accreditation the following changes were made by HEI:

Program 2 - Bachelor's degree educational program „Business Administration” (240 credits)

- The titles of some training courses were specified.
- New training courses were added to the compulsory component: "Operations Management", "Information Technology in Business", "General Audit", "Digital Marketing", "Business Ethics and Corporate Social Responsibility", and "Business Law". In addition, students can take certain training courses both in Georgian and in English: "General Audit", "Banking", etc.
- Prerequisites were clarified;
- Updated literature;
- A new curriculum map, mechanism, and plan for the evaluation of learning outcomes were created

- Courses and credits in the additional Minor programs "Business Administration" and "Agribusiness Management" were specified, according to the newly created Business Administration (180 credits) Bachelor educational program.

Programme 3 - Master's degree Program „Business Administration”

- The titles of some study courses were specified;

- New study courses were added to the compulsory component: “Crisis Management”, “Legal-economic Regulation of Business”, “Entrepreneurship and innovative technologies”, "Business Ethics in the Global Environment", "Strategic Marketing", "Strategic Management of human resources", "Managerial economics".

- A new curriculum map, mechanism, and plan for the evaluation of learning outcomes were created.

Description and Analysis -

Programme 4 - Master's degree Program “Public Administration”.

- The titles of some study courses were specified.

- Due to the changes in the study field classifier, in particular, public administration was moved from the field of social sciences to the field of business and administration, the program was significantly refreshed, the majority of study courses were changed, and compulsory study courses became the courses such as: "HR policy in public organizations", "Digital democracy in the information society" ", "Assessment of the impact of regulation", "Law of the European Union and its influence on the Georgian legislation", "Sustainable development and environmental management", "Legal forms of activity of the administrative body" and others.

- A new curriculum map, mechanism, and plan for the evaluation of learning outcomes were created.

Also, in 2022, all programs included in cluster were reviewed in accordance with the "National Qualifications Framework" competency descriptor approved by Appendix 1 of the Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, and the "Study Fields Classifier" approved by Appendix 2 of this order, accreditation standards, and sectoral benchmark characteristics of higher education.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

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

According to the information provided on the University website “Akaki Tsereteli State University is a multi-disciplinary higher education institution that implements academic and professional programs at all three levels, meeting the demands of the labor market; through international cooperation, active involvement in internationalization processes and the creation of an inclusive environment, it conducts high-quality educational, research and creative activities, fostering the personal development of students and nurturing them as professionals and leaders. Ensures provision of life-long education programs and services for interested persons, creation and dissemination of new knowledge and support for the formation of public policy within the framework of social responsibility” (<https://atsu.edu.ge/en/info>). The strategy and the mission of the Higher Education Institution (HEI) emphasizes the importance of achieving high academic standards while also addressing community needs and fostering excellence in scientific research. This involves close collaboration with the job market and supporting the community. Internalization has been achieved through student exchanges with foreign universities, participation in ERASMUS and other projects, and collaboration with European institutions. This aligns with the HEI strategy by promoting sustainability and offering ESG and CSR courses for staff development

Consequently, the cluster programs aim to equip professionals with extensive knowledge and skills relevant to their field, blending strong theoretical foundations with practical experience, which aligns with the stated mission.

Nonetheless, it might add value to all programs of the evaluated cluster by outlining the social responsibility aspect in stipulated aims to enhance their alignment with the HEI's mission.

In general, the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process. During the visit it became evident that these aims are developed in cooperation with all stakeholders considering the needs of the local and international modern job market as well as latest developments in the field of Management and Administration.

Description and Analysis - Programme 1 (Bachelor's Educational Program in Business Administration (180 credits)⁴

The expert panel has observed that the current aim for the Bachelor of Business Administration program:

1. To provide Bachelor students with a broad theoretical knowledge about the functional and sectoral features of key business areas;
2. To develop their effective practical skills that are needed for activities in the field of business;
3. To develop the ability to critically evaluate the ongoing events in the business environment, plan and implement the decision made within their level of competence.

Is somewhat general in nature. The abovementioned goals appear to apply broadly to various programs within the business field, lacking specificity that reflects the unique focus of the Business Administration curriculum.

Therefore, to enhance the distinctiveness and effectiveness of the program, the expert panel would recommend that the aim should be re-evaluated and redefined. By developing more tailored aims, the program can ensure that students acquire targeted knowledge and skills relevant to the specific challenges and opportunities they are likely to encounter in their professional careers. Such an approach would contribute to a more impactful educational experience and better prepare graduates for success in the business environment

Description and Analysis -Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

The expert panel has observed that the current aim for the Bachelor of Business Administration program:

1. To provide Bachelor students with a broad theoretical knowledge about the functional and sectoral features of key business areas;
2. To develop their effective practical skills that are needed for activities in the field of business;
3. To develop the ability to critically evaluate the ongoing events in the business environment, plan and implement the decision made within their level of competence.

Is somewhat general in nature. The abovementioned goals appear to apply broadly to various programs within the business field, lacking specificity that reflects the unique focus of the Business Administration curriculum.

Therefore, to enhance the distinctiveness and effectiveness of the program, the expert panel would recommend that the aim should be re-evaluated and redefined. By developing more tailored aims, the program can ensure that students acquire targeted knowledge and skills relevant to the specific challenges and opportunities they are likely to encounter in their professional careers. Such an approach would contribute to a more impactful educational experience and better prepare graduates for success in the business environment

Description and Analysis -Programme 3 Master's Educational Program in Business Administration

The purpose of the Business Administration Master's program is to:

⁴ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

- give the student a deep and systematic knowledge about the situational assessment of business processes in a changing environment, the development of managerial decisions and the transformation of business relations in the digital age;
- develop the skill to analyze, evaluate, develop a strategy and make important decisions about the needs of the company, problems and opportunities in the market using modern technologies;
- develop the skill to conduct in-depth and systematic research in compliance with academic integrity and ethical norms at both the scientific and corporate levels.

The stated aims address the challenges of modern rapidly changing business environment, particularly in the context of digital transformation. By focusing on situational assessments and strategic decision-making, the program provides students with essential analytical skills to manage complex market conditions while implementing modern technologies for informed decision-making. The program aims to develop key competencies, including strategic thinking, ethical decision-making, and the ability to implement effective solutions on the management level. Consequently, this program fosters well educated management who can address real-world challenges, driving innovation and positive change within the business sector. Graduates are supposed to make significant contributions to the development of business administration and society, enhancing the impact of industry on the economy and communities.

Description and Analysis - Programme 4 Master's Educational Program in Public Administration

The purpose of the master's program in Public Administration is:

- To provide students with a deep and systematic study of the features of different models of Public Administration and the development trends of the modern state, which will help them in their successful professional activities.
- To prepare highly qualified management personnel for the field of Public Administration, who will be able to determine effective management strategies in a complex and dynamically changing socio-economic environment, to make optimal decisions, in accordance with democratic principles and observing political neutrality;
- To develop the student's modern managerial thinking and leadership skills, the ability to adapt in a multidisciplinary environment and effective action/communication in order to be able to overcome complex problems, both independently and together with a team;
- To develop a culture of research, analytical and critical thinking, the ability to see problems, analyze and develop original ways of solving them, taking into account the principles of professional ethics.

The Master's program in Public Administration is strategically designed to address the distinct challenges and trends within this very specific field, equipping students with the necessary knowledge and skills for effective governance and leadership. The program focuses on the systematic study of various Public Administration models and contemporary state development trends, highly important for understanding the complexities of government operations. It prepares students to perform as highly qualified professionals able to develop effective management strategies in a dynamic socio-economic landscape, ensuring their decisions align with democratic principles and political neutrality. Key competencies developed through the program include modern managerial thinking, leadership skills, and the ability to adapt in multidisciplinary environments. Students learn to engage in effective communication and collaboration, enabling them to tackle complex issues both independently and as part of a team. Additionally, the program fosters a culture of research, analytical and critical thinking, teaching graduates to identify problems and develop innovative solutions in line with professional ethical standards. In general, it can be concluded,

that the program significantly contributes to the advancement of Public Administration by preparing leaders addressing societal challenges and promoting culture of good governance, contributing to the selected study field and benefiting society.

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

The aim of the Master's Educational Program in Leadership and Management in Higher Education is to prepare self-motivated leaders who are ready to successfully manage higher education in a changing context, and who can effectively communicate and collaborate locally, nationally, and internationally. The program's objective is clearly defined and aligns seamlessly with the mission of the Higher Education Institution (HEI). The HEI's mission emphasizes the delivery of high-quality education, conducting impactful research, and engaging in creative activities.

This program specifically aims to provide students with a comprehensive learning experience that fosters their personal development and prepares them for professional careers in HEIs in home country and abroad. By focusing on skill-building, critical thinking, and leadership, the program supports HEI's commitment to raise students not only as knowledgeable individuals but also as future leaders in the field of Higher Education. Overall, the aim of the program is directly in line with the HEI's mission, ensuring that students receive an education that is both academically rigorous and personally enriching, preparing them to make meaningful contributions to society.

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

The objectives of the Master's Educational Program in Transport Logistics are formulated as follows:

- To give the student a deep and systematic knowledge of the perception, analysis, assessment of situations of business processes in transport and logistics systems, development of decisions and ways of their implementation for effective competitive administration of the activities of the transport company;
- Develop practical skills to identify problems in the transport business sector and find innovative ways to solve them, so that he can ensure the safe, sustainable, and efficient functioning of individual links of the integrated logistics supply chain using logistics approaches and academic integrity.

The objective is clearly formulated and closely aligned with the institution's mission by focusing on providing high-quality education that fosters personal development and innovative problem-solving in the transport and logistics sector. By equipping students with the knowledge and practical skills needed to address industry challenges sustainably and effectively, the program embodies the university's commitment to social responsibility and lifelong learning, ultimately preparing students to contribute positively to their professional fields and society.

Description and Analysis -Programme 7 Doctoral Education Program in Business Administration

The objectives of the Doctor of Business Administration education programme are:

- Planning, implementation of interdisciplinary creative, innovative research and development and deepening of critical thinking skills for the generation of new knowledge and its further use, based on a systematic and critical understanding of the processes taking place in a fast-paced business environment and following the principles of academic integrity;
- Implementation of personal capabilities to implement multidisciplinary or interdisciplinary research activities in practice through close cooperation with national or international business;

- Development of theoretical and practical skills of conducting academic activities with modern methods and technologies.
- Developing the ability to independently participate in thematic discussions held at the local and international level.

In general, the aims of the study programs are clearly defined, and realistic reflecting knowledge, skills and competencies graduates are supposed to achieve at the end of their study process. The program aims to prepare high quality researchers contributing significantly to the advancement of business and management. By employing modern methodologies and cutting-edge techniques, it prepares participants to tackle complex challenges in a business environment effectively implementing multidisciplinary or interdisciplinary research activities. During the interviews with stakeholders, it became evident that these aims are developed in tight cooperation with all groups of stakeholders considering the needs of the local and international modern job market as well as latest developments in the field of Management and Administration. However, the expert panel noted that in case of the PhD study program, it is recommended that the aim should reflect the ability of graduates to conduct creative and innovative research on a high level. Hence, the program objective stating "Developing the ability to independently participate in thematic discussions held at the local and international level" may be perceived as too basic for a PhD program. To better align with the advanced level of research expected from graduates at the PhD level, it is recommended that this goal should be rephrased to emphasize the high level of scholarly engagement and contribution to significant scientific activity within the field. This adjustment would reflect the depth of analysis, critical thinking, and original research that PhD candidates are anticipated to demonstrate in their academic and professional pursuits.

Evidences/Indicators

- Self-evaluation report for the evaluated cluster of selected study programs
- Mission of the Akaki Tsereteli State University
- Akaki Tsereteli State University Website
- Curriculum of the cluster study programs
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestions of the cluster: Consider outlining the social responsibility aspect in the aim of the study programs to enhance alignment with the mission of the University.

Recommendations and Suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s): Consider redefining the aim of the study programs to reflect the unique focus of the Business Administration field.

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s): Consider redefining the aim of the study programs to reflect the unique focus of the Business Administration field.

Suggestion(s): None

Programme 3 Master's Educational Program in Business Administration

Recommendation(s): None

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration

Recommendation(s): None

Suggestion(s): None

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): None

Suggestion(s): None

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s): None

Suggestion(s):

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s): It is recommended to rephrase one specific aim of study program to emphasize the high level of scholarly engagement and contribution to significant scientific activity within the field.

Suggestion(s): None

Evaluation ⁵

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5) Management in Higher Education (English language)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Master's Educational Program in Transport Logistics	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<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.

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 the programs included in the Cluster are consistent with the purpose of the programs. defining knowledge, skills as well as self-sustainment and responsibility acquired by student at the end of the study cycle aiming to follow local laws and regulations as well as Article 3 of National Higher Education Qualifications

⁵ Evaluation is performed for each programme separately.

Network, there “Higher education qualifications descriptor defines the scope of knowledge, skills and values to be attained at a relevant level according to the following six criteria:

- a) Knowledge and understanding
- b) Applying knowledge
- c) Making judgments
- d) Communications skills
- e) Learning skills
- f) Values”.

Curriculum map is defined for each study program to better align learning outcomes with the abovementioned criteria.

In general, it can be stated, that the learning outcomes of the cluster programs align with the program's purpose and outline the knowledge, skills, responsibilities, and autonomy students will gain upon completion. The educational approach emphasizes a strong link between modern science and practical application, reflecting the qualification of the academic staff. It also considers the needs of internal stakeholders by allowing students to choose free and elective courses. The learning outcomes adhere to current regulations, align with educational objectives, and are relevant to the intended professional fields for graduates. They are achievable and support a verification system, utilizing various complementary assessment methods.

Description and Analysis -Programme 1 Bachelor's Educational Program in Business Administration (180 credits) and Description and Analysis – Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

The learning outcomes of these two Bachelor programs are identical, therefore joint analysis and description are provided,

In general, there are ten learning outcomes defined for these study programs, which align with the principles and goals of education as well as the overall academic framework corresponding to the desired competencies for the specific field of study and reflect the current state of knowledge and are in line with the expectations of the labour market that graduates are expected to enter.

However, it is recommended that learning outcomes not being formulated based solely on a single course (BA of Business Administration – LOI number 9 “To recognize the importance of social responsibility and business ethics norms/principles of the organization”). Instead, it would be beneficial to keep such outcomes within the context of the specific course. This approach would help to ensure that learning outcomes are comprehensive and accurately reflect the broader goals of the program, while also allowing each course to maintain its distinct focus and objectives. Also, it is worth noting that the learning outcome of the BA study programs "To plan the identification of his/her further learning needs and achieve a high degree of independence" may be more aligned with personal competencies, which can vary among individuals. As such, this outcome might not be universally achievable during the study process due to these inherent personal characteristics.

Therefore, it is recommended to revise this outcome to reflect that a graduate is ready to continue studies at a higher level. This modification would better align the outcome with the academic objectives of the program while acknowledging the ongoing process of personal development and lifelong continuous learning.

Description and Analysis -Programme 3 Master's Educational Program in Business Administration

The learning outcomes of the selected study programs were formulated basis 7th-level description of qualifications and the sectoral characteristics of the higher education of management and administration presenting a strong combination of theory and practice, which are effectively integrated throughout the curriculum to provide students with both the foundational knowledge and practical skills necessary for success in the field of business administration. During the visit it became evident that learning outcomes were developed in close cooperation with academic staff and employers. Also, it was noted that benchmarking was made considering similar programs in leading HEIs in Georgia and abroad.

These goals are realistic and help set up a way to check progress, especially since the study process includes different and supportive ways to evaluate students.

Description and Analysis -Programme 4 Master's Educational Program in Public Administration

The learning outcomes for the chosen study programs were established based on the 7th-level qualification descriptions of the Educational Qualifications Framework (EQF) and the specific characteristics of higher education in public administration. This approach emphasizes a good integration of theory and practice throughout the curriculum, providing students with the essential foundational knowledge and practical skills needed for success in selected study field. During the visit, it was clear that these learning outcomes were developed collaboratively with input from both academic staff and employers. Additionally, benchmarking was conducted against similar programs at leading higher education institutions in Georgia and internationally. These objectives are realistic and provide a framework for monitoring progress, particularly since the study process incorporates various supportive assessment methods for evaluating students.

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

The learning outcomes of the program correspond to the 7th-level qualification descriptions of the E(EQF)and are clearly stipulated that the program aims to provide graduates with the knowledge and skills necessary to enhance the quality and effectiveness of higher education institutions. Graduates will explore various strategies and approaches to improve educational practices, foster innovation, and drive systemic change within the education sector.

One of the defined outcomes of this program is that graduates will be able to critically assess the current landscape of higher education and identify opportunities for improvement. They will be prepared to contribute to the management and administration of educational systems. By developing strong leadership capabilities and a deep understanding of organizational dynamics, graduates will be positioned to influence decision-making processes and implement initiatives that promote academic excellence and institutional effectiveness.

However, the expert panel observed that the number of learning outcomes for this program is quite high—twelve in total. The panel recommends limiting the number of primary learning outcomes to a maximum of ten to better clarify the focus of the study program. Additional learning outcomes can be incorporated into the syllabi of individual courses.

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

The learning outcomes for the Master's program in Transport and Logistics effectively reflect the synergy between engineering and business, achieved through close collaboration with industry employers. This systematic approach underscores a strong integration of theory and practice throughout the curriculum, equipping students with the essential foundational knowledge and practical skills crucial for success in their chosen field.

These outcomes were established in alignment with the 7th-level qualification descriptions of the EQF and the distinct characteristics of higher education in public administration.

During the visit, it was evident that these learning outcomes were developed through a collaborative process that included significant input from both academic staff and employers. Additionally, the program underwent benchmarking against comparable programs at leading higher education institutions in Georgia and internationally. The objectives set forth are realistic and provide a framework for monitoring student progress, especially since the study process incorporates a variety of supportive assessment methods for evaluating student performance.

Description and Analysis -Programme 7 Doctoral Education Program in Business Administration

The learning outcomes of the Doctoral study program align with the program's objectives and correspond to Level 8 of the European Qualifications Framework (EQF). They effectively outline the knowledge, skills, responsibilities, and autonomy that students are expected to gain by the end of the program. The educational approach emphasizes a strong link between contemporary scientific research and its practical application. These outcomes are in harmony with the overall educational framework and academic profile. Furthermore, the learning outcomes for individual courses and groups of courses are directly related to the anticipated results for the field of study. They reflect the current state of knowledge and are appropriate for the professional areas envisioned for graduates. Additionally, these outcomes were developed in close collaboration with academic personnel and other relevant stakeholders.

Evidences/Indicators

- Law of Georgia on Higher Education
- The Order of the Minister of Education, Science, Culture and Sports of Georgia 69/n of 10 April 2019
- on the approval of the National Qualifications Framework and the Classifier of Fields of Study“
- National Higher Education Qualifications Network
- Self-Evaluation Report
- Curriculum of the evaluated study programs
- Survey results
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s):

- Consider learning outcomes not being formulated based solely on a single course taught under the study program.
- Consider revising learning outcomes to better align with the academic objectives of the program.

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (2400 credits) ion(s):

Recommendation(s):

- Consider learning outcomes not being formulated based solely on a single course taught under the study program.
- Consider revising learning outcomes to better align with the academic objectives of the program.

Suggestion(s): None

Programme 3 Master's Educational Program in Business Administration

Recommendation(s): None

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration

Recommendation(s): None

Suggestion(s): None

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): Consider limiting the number of learning outcomes to 8-10 to clearly outline the focus of the study program.

Suggestion(s): None

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s): None

Suggestion(s): None

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s): None

Suggestion(s): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	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.

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

The assessment of learning outcomes is conducted by employers, academic staff and students, who have been consulted by the QA department for feedback and suggestions. The QA office provides training and full support to staff for developing skills in evaluating and analyzing learning outcomes, as confirmed during HEI visits. Program evaluation entails analyzing the implementation of the program using collected data, assessing it against established criteria and benchmarks, and offering recommendations for enhancement in various areas, including learning outcomes. The QA assurance department offers support on best practices for evaluating the attainment of desired learning outcomes and identifies necessary adjustments to the program. Mechanisms for assessing learning outcomes are outlined in the educational program standards and according to SER “evaluation of educational programs, including the program's learning outcomes, a monitoring and evaluation plan is developed. This plan specifies when, by what method, and in relation to which target benchmark the monitoring and evaluation should be carried out. The plan includes research methods, target benchmarks, data collection periods, responsible persons for data collection, and data sources. An integral part of the plan is the determination of activities to correct identified deficiencies”. However, during the visit it became evident for the expert panel that leaning outcomes assessment mechanism needs to be improved to clearly represent a closed cycle of plan-do-check-act scheme, being transparent and clear to all parties involved to systematically revise the outcomes, monitor them and get a clear idea of what changes are required.

Evidences/Indicators

- Learning Outcomes Evaluation Mechanism for the programs of the cluster
- Self-evaluation report
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: Consider improving mechanisms of assessment of leaning outcomes assessment.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None.

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<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.

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

Overall, the programs of the cluster are prepared in accordance with the "Educational Programs Quality Assurance Policy - EP-QA" operating at Akaki Tsereteli State University (Resolution No. 49 (17/18), February 9, 2018 of the ATSU Academic Council, No. 39 (20/21), 15.07. 2021, No. 8 (22/23), 16.09.2022) and developed in alignment with the university's established methodology for planning, designing and implementing educational programs. Its content, structure, scope, and complexity are tailored to the relevant study level (BA MA and PhD respectively) and the corresponding educational cycle. According to the documentation provided by the university, it is evident that all selected programs comply with both Georgian legislation and the European Credit Transfer and Accumulation System (ECTS). The design of the study programs emphasizes its uniqueness. Furthermore, the content of each of the evaluated study program content and its structure align with the qualifications intended to be awarded, thereby supporting the attainment of the specified learning outcomes. In general, the structure of the evaluated programs is clear, logical, and coherent.

The structure of the evaluated study programs ensure that students achieve the desired learning outcomes, preparing them as highly educated professionals with the necessary knowledge, research abilities, personal skills, and social competencies to begin their careers in their chosen fields. The courses are arranged basis deductive reasoning starting with general ones to build foundational competence and skills and followed by the more specialized ones.

The cluster programs are designed to integrate the latest research findings and contemporary scientific advancements. Depending on the specific field of study and the program level, the curriculum addresses essential themes related to internationalization. The development of these programs is a collaborative effort that involves a wide range of internal and external stakeholders, including academic and research staff and employers' advice. To promote transparency, the university provides comprehensive information about the programs, which is readily accessible on the university website. Detailed descriptions can be found in the program catalog at [https://cdn.atsu.edu.ge/files/docs2022/catalog-2021-2022 .pdf](https://cdn.atsu.edu.ge/files/docs2022/catalog-2021-2022.pdf).

Description and Analysis -Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

The Business Administration undergraduate educational program (180 credits) consists of 180 credits (145 assigned to mandatory courses, 25 to the electives and 10 to the optional ones) and has a duration of 3 years or 6 semesters. This new program was developed in line with the requirements of the labour market considering input form the employers and the experience of similar programs in other HEIs. The program has a well-balanced and logical structure, strong practical orientation and contains the digital component integrated to majority of courses as well as the CSR aspect – course of Business ethics and corporate social responsibility. The program contains digital components integrated into most of courses in accordance with the employer's advice and has a strong focus on practical aspects.

Description and Analysis – Program 2 Bachelor's Educational Program in Business Administration (240 credits)

Business Administration undergraduate educational program (240 credits) consists of 240 credits (145 assigned to mandatory courses, 25 – to the compulsory training courses of the free component; 10 to the elective courses and 60 to the minor program) and has a duration of 4 years or 8 semesters. It is clearly well-developed basis input from all relevant stakeholders and boasts a logical structure that enables students to progress seamlessly from general knowledge to more specific knowledge skills. Additionally, the inclusion of a minor component is a valuable enhancement.

Description and Analysis -Programme 3 Master's Educational Program in Business Administration

The Business Administration master's educational program consists of 120 credits (105 assigned to mandatory courses and 15 to the electives) and has a duration of 2 years or 4 semesters. This program was designed considering strategic alignment with current demands in the modern business field being developed in close cooperation with labor market representatives, ensuring that its curriculum is relevant and responsive to industry needs. Having a strong focus on leadership and management, the program aims to provide students with the essential skills needed in various managerial roles. It also includes a significant financial component (Marketing Management, Financial management, Managerial Accounting and Investment Management) preparing graduates to understand and manage the complexities of financial decision-making in a business context. Additionally, the program offers an elective course of corporate sustainability reporting related to Environmental, Social, and Governance (ESG) principles, as well as digital transformation (elective course of Digital business infrastructure). These electives allow students to enrich their studies and address various challenges that today's businesses encounter.

The expert panel considers it beneficial to incorporate a sustainability component into the programs, focusing on different Environmental, social, and governance (ESG) dimensions and not limiting to the social one (elective course of corporate sustainability reporting).

Overall, the Master's Educational Program in Business Administration prepares strong managers who possess a broad range of knowledge and skills.

Description and Analysis -Programme 4 Master's Educational Program in Public Administration

Public Administration master's education program -consists of 120 credits (92 assigned to the main field of study. 9 – to the optional training courses in the main field of study, 15 – to the free compulsory component and 4 to the free optional component) and has a duration of 2 years or 4 semesters. The program has a well-balanced and logical structure, strong practical orientation and contains the digital component integrated to majority of courses and corresponds to the needs of labour market in highly educated managers for the public sector. The program also develops valuable soft skills through courses such as Risk Management and Anti-Crisis Management, preparing students to face complex challenges with resilience and adaptability. Additionally, it includes an ESG component through courses on Sustainable Development and Environmental Governance and Climate Change Management. These elements ensure that students not only acquire technical knowledge but also contribute to sustainable positive changes in the field of public administration. However, the expert panel considers it beneficial to incorporate a sustainability component into the programs, focusing on different Environmental, social, and governance (ESG) dimensions and not just one like “E” in case of this study program. By addressing factors from all ESG dimensions,

the program can better prepare students to understand and engage with the broader implications of their decisions, fostering a more sustainable future of higher education in particular and society in general.

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Leadership and Management in Higher Education master's educational program consists of 120 credits (54 assigned to the mandatory study courses, 24 – to the elective courses, 6 – to the free component, 6 to the internships and 30 to the master thesis) and has a duration of 2 years or 4 semesters. This program has been designed thoughtfully and its content and structure reflect the relevance to current demands. This program was developed in direct response to the needs of the labor market, incorporating valuable insights from the academic community.

Its well-developed and logical structure guides students from broad foundational concepts like Communicative technologies and Strategies and General and high education Psychology to more specialized areas like Management and strategic planning in High Education, Leadership in higher Education etc. ensuring a comprehensive educational experience. The program aims to prepare self-motivated leaders aiming to successfully contribute to the field of higher education. Moreover, the inclusion of courses such as Quality Assurance in higher education, and Financial Management of Education further enhances the curriculum by providing practical skills and knowledge crucial for success in the field of higher education. Overall, this program promises to prepare leaders who are responsive to the challenges and opportunities within the area of modern higher education. Also, the fact that the program is taught in English provides students with wide-ranging opportunities to be engaged in a global educational environment and enhances their learning experience and career prospects.

However, the expert panel considers it beneficial to incorporate a sustainability component into the programs, focusing on different Environmental, social, and governance (ESG) dimensions. By addressing ESG factors, the program can better prepare students to understand and engage with the broader implications of their decisions, fostering a more sustainable future of higher education in particular and society in general.

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

Transport Logistics master's educational program consists of 120 credits (110 ECTS assigned to mandatory courses and 10 to elective courses) and has duration of 2 years or 4 semesters. This new study program was developed in alignment with the university's established methodology for planning, designing and implementing educational programs. Its content, structure, scope, and complexity are tailored to the Master study level and the Level 7 of the European Qualifications Framework (EQF). The program design represents a harmonious synergy of business environment and engineering principles. It is worth noting that all programs have been thoughtfully developed through a close partnership with international colleagues, taking into account the meaningful insights of industry professionals. Therefore, the program addresses the needs of the labor market and incorporate the principle of benchmarking to ensure competitiveness and relevance. Strong emphasis is placed on the importance of integrating theory with practical application, as highlighted by students and employers' representatives during interviews with the expert panel. Certain courses like Logistics of stocks and warehouses and Customs and tax mechanisms in logistics prioritize hands-on experiences and real-life examples, encouraging a natural progression from theoretical concepts to practical implementation. This approach not only enhances engagement but also adds value to the development of essential analytical skills, reflecting a commitment to preparing students for real-world challenges.

The Expert panel acknowledges the presence of social responsibility component in the program, however, considers it beneficial incorporating different Environmental, social, and governance (ESG) dimensions and not limiting to the environment component (study course “Management of ecological processes in the transport-logistics system), but focusing on areas such as sustainable transport, health and safety, and green logistics. This integration will enhance relevance in today's market, addressing environmental concerns and appealing to a growing audience prioritizing sustainability.

Description and Analysis -Programme 7 Doctoral Education Program in Business Administration

The doctoral educational program of Business Administration consists of 55 credits and has a duration of 3 years or 6 semesters. The program has been developed following the university's established methodology for planning, designing, and developing study programs. The development of the program is a collaborative process that involves all relevant stakeholders. Its content, structure, volume, and complexity align with doctoral-level standards and Level 8 of the European Qualifications Framework (EQF). According to the university's documentation, the program complies with Georgian legislation and follows the principles of the European Credit Transfer and Accumulation System (ECTS). The study program is designed to highlight its unique features. Furthermore, the content and structure are in harmony with the qualifications to be awarded, ensuring that the desired learning outcomes are effectively achieved. These learning outcomes are well-defined and well formulated. The program's structure is clear, logical, and cohesive, with teaching and research components that are systematically organized to facilitate a coherent learning experience. The curriculum takes into account the latest research findings and contemporary scientific advancements, addressing key aspects of internationalization relevant to the specific field of study at this level. The information about the program is publicly available to all interested parties.

The expert panel would recommend that academic writing be established as a mandatory course within PhD program. This initiative will provide candidates with essential skills to effectively communicate their research findings and contribute to scholarly discourse. A structured approach to academic writing will enhance critical thinking, ethical research practices, and overall writing quality. Furthermore, equipping students with these skills will better prepare them for future publishing opportunities and diverse career paths. By implementing this course, institutions will foster a community of well-prepared scholars capable of making impactful contributions to their fields.

The expert panel noted, that currently, there exists a wide array of electives offered across various programs; however, the total volume of credits assigned to the elective component varies significantly from one program to another from 10 ECTS (MA Transport and Logistics) till 24 ECTS (MA Leadership and Management) in the university. The expert panel is of the opinion that such discrepancy may lead to disparities in student experience and learning outcomes, particularly regarding the development of essential interdisciplinary soft skills and knowledge. Therefore, in order to foster a more equitable academic environment and enhance collaborative learning experience, it is suggested to standardize the total number of credits allocated for the elective component across all programs. By establishing a uniform credit structure for electives all students would have equal opportunities to engage in interdisciplinary coursework, promoting a broader understanding of diverse subjects and the cultivation of valuable soft skills. This adjustment would not only benefit individual students by providing them with a more balanced educational experience but also strengthen overall academic integrity and competitiveness of the evaluated study programs.

Expert panel considers it beneficial to incorporate a sustainability component into the programs, focusing on different Environmental, social, and governance (ESG) dimensions (MA Leadership and Management in Higher Education) and not limiting to the environment component (MA Public Administration – Climate management and Sustainable Development and Environmental Governance) or social one (MA Business administration - Corporate sustainability reporting).

Additionally, considering the growing presence of artificial intelligence (AI) in various industries, it is suggested to explore the successful integration of AI into curriculum of the cluster programs. This integration can help students learn important skills that are in high demand in today's job market. These courses will teach students how to use technology to solve problems, understand data, and improve decision-making. As businesses and industries increasingly rely on AI, having knowledge in this area can enhance career opportunities of graduates.

Evidences/Indicators

- Law of Georgia on Higher Education
- The Order of the Minister of Education, Science, Culture and Sports of Georgia 69/n of 10 April 2019 on the approval of the National Qualifications Framework and the Classifier of Fields of Study“
- National Higher Education Qualifications Network
- Self-Evaluation Report
- Curriculum of the evaluated study programs
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestion of the cluster:

- Consider exploring the successful integration of AI into curriculum.
- Consider standardizing the total number of credits allocated for the elective component across all programs.
- Consider incorporating a sustainability component into the programs, focusing on different ESG dimensions.

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s): None

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s): None

Suggestion(s): None

Programme 3 Master's Educational Program in Business Administration

Recommendation(s): None

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration

Recommendation(s): None

Suggestion(s): None

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): None

Suggestion(s): None

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s): None

Suggestion(s):

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s): Consider establishing academic writing as a mandatory course within PhD program.

Suggestion(s): None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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

The content of the academic courses and the credit allocation for the evaluated study programs of the Cluster are designed to facilitate the successful attainment of the defined learning outcomes for each course. Additionally, the course materials and learning objectives within the primary field of study are well-aligned, ensuring that students meet the overall learning outcomes of the program. This meaningful and well-designed integration not only enhances students' understanding but also significantly enriches their educational experience, enhancing academic and personal growth.

Description and Analysis -Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Also, it will be useful to check the link provided in the additional literature section of the syllabus to ensure that it refers to an existing resource. Selected example is presented below:

Course “Digital Marketing” – resource listed in syllabus as additional Internet resource can not be found”page errors” is reported:

- E-Marketing, The Essential Guide to Marketing in a Digital World. (5th Edition). By Rob Stokes and the Minds of Quirk.-
2019p.588 https://www.redandyellow.co.za/content/uploads/woocommerce_uploads/2017/10/emarketing_textbook_download.pdf

Description and Analysis – Program 2 Bachelor's Educational Program in Business Administration (240 credits)

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Also, it will be useful to check the link provided in the additional literature section of the syllabus to ensure that it refers to an existing resource. Selected example is presented below:

Course “Digital Marketing” – resource listed in syllabus as additional Internet resource can not be found”page errors” is reported:

- E-Marketing, The Essential Guide to Marketing in a Digital World. (5th Edition). By Rob Stokes and the Minds of Quirk.-
2019p.588 https://www.redandyellow.co.za/content/uploads/woocommerce_uploads/2017/10/emarketing_textbook_download.pdf

Description and Analysis -Programme 3 Master's Educational Program in Business Administration

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Also, it will be useful to check the link provided in the literature section of the syllabus to ensure that it refers to an existing resource. Selected example is presented below:

Course “Entrepreneurship and innovative technologies” – resource listed in syllabus as compulsory one can not be found.

- Eric Livni, Tamta Maridashvili - business cases, let's learn from the experience of Kartveli entrepreneurs, Tbilisi, Aiset, 2022 <https://www2.deloitte.com/ge/ka/pages/technology/topics/enterprise-technology-and-performance.html>

Resource listed as additional one – was removed or archived and does not exist anymore

- Promotion of business development and digitization in Georgia, OECD, chap. 2022 <https://www.oecd.org/eurasia/competitivenessprogramme/Fostering%20Business%20Development%20and%20Digitalisation%20in%20Georgia%20with%20cover.pdf>

Description and Analysis - Programme 4 Master's Educational Program in Public Administration

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

However, the expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses to ensure that the resources are relevant, up-to-date, and aligned with academic standards. This will help maintain the quality of academic work and provide students with the most appropriate materials for their studies.

It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Selected examples are presented below:

Course “Digital democracy in the information society” –additional resources are mainly legislative documents.

Course “Leadership and change management” – contains resources which considering the title and nature of the course might be substituted by the recent ones.

Additional literature:

- Luthans, F. (2002). Organizational Behavior. McGraw_Hill (New York).

<https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior--an-evidence-based-approach-twelfth-edition-mcgraw-hill-irwin-2010.pdf>

- Houges, R., Ginnett, R., Curphy, G. J. (2006). Leadership (Fifth Edition). McGraw Hill publishing company (New Delhi). <https://www.academia.edu/30063557/Leadership-textbook>

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

However, the expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses and programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards. This will help maintain the quality of academic work and provide students with the most appropriate materials for their studies.

Communicative Technologies and Strategies – literature recommended for the course is than 12 years old and considering rapid developments in this field newer materials might be included.

Core literature:

- Georgios P. Piperopoulos. Fundamentals of communication, P.R. and leadership. 1st edition. 2013
- Effective Communication Skills. 2012 MTD Training
- Advanced Communication Skills. 2012 MTD Training

Additional literature 1.David Mc Kean. IT Strategy & Technology Innovation. 2012

Course “Educationla Policy and World Educational System” – resource listed in syllabus as compulsory one can not be found.

- Measuring Up 2008: The National Report Card on Higher Education, by the National Center for Public Policy and Higher Education, 2008, San Jose, CA: Author. Available: <http://measuringup2008.highereducation.org/print/NCPPEMUNationalRpt.pdf>

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

Every course in the program is designed in accordance with the standards established for the Bachelor) stipulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

It is also recommended to will be useful to check the link provided in the additional literature section of the syllabus to ensure that it refers to an existing resource. Selected examples are presented below:

Course “Research methods in business” – additional resourcee listed below – were not found

- Malhotra, Naresh K., ed. Review of Marketing Research, Volume 3. Armonk, NY, USA: M.E. Sharpe, Inc., 2007. ProQuest ebrary. Web. 3 December 2015. Copyright © 2007. M.E. Sharpe, Inc.. All rights reserved. http://www.ruthnbolton.com/Publications/BoltonTarasiManagingCusRelReview_of_Marketing_Research_Volume_3.pdf
- L.Tsuladze. Quantitative Research Methods in Social Sciences, Social Sciences Center, 2008 (http://css.ge/files/Books/Books/raodenobrivi_kvlevis_meTodebis_saxelomzgv.pdf)

It should also be noted that*, the external evaluator's conclusion for the Master's program in Transport Logistics highlights several recommendations, including the identification of the course "Research Methods in Business" as a problematic issue. According to the peer expert's opinion, this course should be replaced with "Research Methods in Logistics," or relevant literature and study topics should be added to focus on logistics. The Accreditation Expert Group also agrees with this recommendation. During the interview, the program leader confirmed that it would be feasible to allocate at least one lecture week within the existing course to emphasize logistics research methods.

Description and Analysis -Programme 7 Doctoral Education Program in Business Administration

Every course in the program is in accordance with the standards established for the respective degrees (bachelor, master or doctoral) stimulated by the National Qualification Framework. This alignment is further detailed in the curriculum map, which is provided as a separate document for each study program. The content of every course is effectively connected to its specific learning outcomes, guaranteeing that these outcomes meet the criteria for the study program.

The distribution of credits for each course, which includes both in-class hours and independent study, is appropriately aligned with the course's content and objectives. The ratio of contact hours to self-directed learning is well-suited and customized to meet the needs of each course. The level of direct instructional time, combined with the teaching methods used—such as lectures, seminars, case studies, teamwork, flipped classroom and debates corresponds effectively to the course material and its desired outcomes.

All courses included in the evaluated study program have their syllabuses stipulating the number of credits, learning outcomes, teaching methods, assessment system and criteria, the thematic content of studies and/or the distribution of classes, seminars and applicative activities as well as mandatory and recommended literature supporting the achievement of the defined learning outcomes.

However, the expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses and programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards. This will help maintain the quality of academic work and provide students with the most appropriate materials for their studies.

It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Also, it will be useful to check the link provided in the additional literature section of the syllabus to ensure that it refers to an existing resource. Selected examples are presented below:

Course “Sustainability reporting in business strategy”

Additional literature:

1. Khoferia L. Handbook of Corporate Social Responsibility. 2012
2. Law of Georgia "On Accounting, Reporting and Auditing". 2016 Consolidated on 28.06.2023 available at <https://matsne.gov.ge/ka/document/view/3311504?publication=15>
3. Law of Georgia "On Entrepreneurship" 2021. Consolidated on 30.11.2023. Available at : <https://matsne.gov.ge/ka/document/view/5230186?publication=63>

Course “Financial stability and sustainable financing”

Compulsory literature:

1. nbg.gov.ge/pape/financial-stability
2. nbg.gov.ge/pape/sustainable-financing
3. Taxonomy of sustainable financing for Georgia - National Bank of Georgia, 2022

Additional literature

Resource named “Tips for Achieving Financial Security” <https://www.investopedia.com/articles/retirement/06/10secureretirementtips.asp>

refers to the Investopedia article, which may not be considered best practice. It is generally advisable to rely on more scholarly sources to ensure the rigor and credibility of the material.

Course “Modern methods of scientific research in business” — refers to the textbook by BRYMAN, A. Social Research Methods. New York: Oxford University Press, 2012, which is more than 12 years old and considering rapid developments in this field might be substituted by the new resources available at Oxford University Press website.

In general, it can be concluded that learning outcomes defined for each academic course of the evaluated study programs in a cluster accurately represent the fundamental knowledge, skills, and competencies anticipated of graduates. Overall, the structure of the evaluated study programs exemplifies a commitment to student success in education. However, the expert panel noted that it would be beneficial to review the list of mandatory and additional literature for all courses and programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards. This will help maintain the quality of academic work and provide students with the most appropriate materials for their studies. It is also recommended to ensure that the scope of mandatory literature should be extensive and include not only laws and legislation but also relevant scientific articles. This comprehensive approach will enrich the academic experience and provide students with a well-rounded understanding of the subject matter. Also, it will be useful to check the link provided in the additional literature section of the syllabus to ensure that it refers to an existing resource.

Evidences/Indicators

- Regulation on doctoral studies
- Master’s Thesis Work Policy and Assessment Regulations
- Syllabus of clustered educational programs
- Performance Guide on Prospectus and Colloquium for the PhD program
- Curriculum maps for BA and MA programs
- Alignment of Programme Learning Outcomes with Programme Goals for the PhD program
- ATSU’s website www.atsu.edu.ge
- Self-evaluation report
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster:

- Consider reviewing the scope of mandatory literature being extensive and including not only laws and legislation but also relevant scientific articles.
- Consider reviewing the list of mandatory and additional literature for all courses of the evaluated study programs to ensure that the resources are relevant, up-to-date, and aligned with academic standards.
- Consider verifying the link provided in the literature section of syllabus to ensure that it refers to an existing resource.

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s):

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s):

Suggestion(s): None

Programme 3 Master's Educational Program in Business Administration

Recommendation(s):

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration

Recommendation(s):

Suggestion(s): None

**Programme 5 Master's Educational Program in Leadership and Management in Higher Education
(English language)**

Recommendation(s):

Suggestion(s): None

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s):

- It is recommended to replace the course "Research Methods in Business" with "Research Methods in Logistics," or to incorporate field-specific literature and study topics related to logistics research methods.

Suggestion(s): None

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s):

Suggestion(s): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Bachelor's Educational Program in Business Administration (180 credits)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 Bachelor's Educational Program in Business Administration (240 credits)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Master's Educational Program in Business Administration	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 Master's Educational Program in Public Administration	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Master's Educational Program in Transport Logistics	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Doctoral Education Program in Business Administration	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

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

The admission preconditions for all programs in the cluster are well-aligned with the specific characteristics of the programs. Each program ensures that applicants possess the relevant level of education (Bachelor's for Master's programs and Master's for Doctoral programs) and the necessary academic background in the fields of study (e.g., Business Administration, Management, or Economics). Additional requirements such as intra-university exams and proficiency in a foreign language ensure that students have the competencies needed to succeed in their respective programs.

The prerequisites for admission are fully consistent with the legislative framework set by the Ministry of Education and Science of Georgia. The university adheres to national regulations regarding internal and external mobility, as outlined in the Minister's Order No. 10/N "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" and the institutional rules for academic procedures "The rules on the procedure for admitting, suspending, terminating, restoring, mobility, qualification, and

recognition of received education status developed and approved Akaki Tsereteli State University” (July 23, 2022, Academic Council Resolution No. 67 (21/22)). This ensures that the university operates within the boundaries of legal requirements, providing a structured and standardized process for student admissions.

The university has taken significant steps to ensure that information regarding admission prerequisites is publicly accessible and transparent. Transparency in admission procedures is well-supported through multiple channels. Information is made available on the university’s website, in English for international applicants, and through the National Assessment and Examinations Center (NAEC) guide.

While there are fewer international applicants, the university strives to maintain accessibility for those who do apply by making information available online in English and ensuring that language requirements are clearly communicated. The university also hosts orientation days for foreign students through its External Relations Office, ensuring that they are well-informed about the requirements. However, interviews revealed that meetings for international students are not frequent due to the small number of foreign applicants, highlighting an area where engagement could be improved to support inclusivity.

For local students, additional support is provided through targeted meetings, particularly for groups arriving via mobility programs. Senior students (tutors) are appointed to help first-year students navigate the admissions process, enhancing their transition into the program. Furthermore, the institution holds open days and information sessions to ensure that prospective students are well-informed about admission requirements. This approach fosters inclusivity and fairness in the admissions process.

The university demonstrates flexibility and thoroughness in handling English proficiency requirements, particularly for the programs where B2-level proficiency is mandatory. The Language Center at the university plays a central role in assessing and supporting students’ language skills, offering courses and recognizing international certifications such as TOEFL, IELTS, and others. For those without certification, the center conducts an internal exam. This system is unified across both Master's and Doctoral programs, ensuring consistency in language standards. Interviews indicated that while B2 proficiency is essential at the Master’s level, the actual language requirement tends to be higher for Doctoral candidates, given the research-intensive nature of the programs. Additionally, for Master's programs, not all required literature is in English, which makes it more accessible to local students.

The admission requirements are logically connected to the content and expected learning outcomes of each program. For example, the Doctoral program requires candidates to submit a reference paper from their field of interest, ensuring that they are prepared for research-intensive work. Similarly, Master’s program candidates are evaluated on their knowledge of relevant fields. This logical link between prerequisites and program outcomes ensures that admitted students are well-positioned to achieve the learning goals set by the institution.

For the Doctoral programs, the admission process includes a formal commission, with candidates being evaluated based on their academic background, research interests, and English language proficiency. This ensures a thorough and objective selection process, which is a crucial component of doctoral-level admissions.

The cluster of educational programs at Akaki Tsereteli State University is well-organized, with clear, fair, and accessible admission prerequisites that align with both the program characteristics and national legislation. The university's Language Center plays a crucial role in supporting students' language proficiency, and the institution ensures that admission processes are accessible to both local and international students. The admissions process is transparent, with opportunities for internal and external mobility, and the university ensures that all relevant information is publicly available.

Description and Analysis - Programmes 1, 2 (Bachelor's degree educational program „Business Administration” 180 credits and Bachelor's degree educational program „Business Administration” 240 credits)

Prerequisites for admission to the Bachelor's degree educational programs „Business Administration” (180 and 240 credits) are as follows:

- A person with full general or equivalent education and possessing a relevant document, who has passed the unified national exams and holds a relevant certificate, can become a student of the bachelor's program.
- Without passing the unified national exams, according to the procedure established by the Ministry of Education and Science of Georgia and within the established time frame, the following are allowed: a) for citizens of a foreign country and stateless persons who received a complete general or equivalent education abroad; b) for citizens of Georgia who received complete general education or its equivalent abroad and studied for the last 2 years of full complete education in a foreign country; c) For persons who /studied and received credits in a foreign country in a higher education institution recognized in compliance with the legislation of this country.
- External and internal mobility.

The prerequisites (full general education, passing unified national exams) ensure that applicants have the foundational knowledge and competencies needed for a Bachelor's degree program in Business Administration.

The prerequisite of passing the unified national exams, along with exemptions for foreign citizens and other specific groups, follows the Ministry of Education and Science of Georgia's regulations. The mobility rules (external and internal) also are in line with the existing legal framework for higher education.

The admission criteria are appropriate for a Business Administration program, which requires students to have completed a general education. The unified national exams ensure that admitted students have a certain level of academic readiness. Exemptions for foreign students maintain an equivalent standard by recognizing foreign qualifications. The prerequisites are logically linked to the program's content and expected learning outcomes.

The program allows for both national and international admissions through clear guidelines.

The admission preconditions, such as passing the unified national exams or meeting specific criteria for foreign and stateless students, are clear and published by the institution. External and internal mobility options further demonstrate fairness and accessibility. The prerequisites are fair, transparent, and publicly accessible.

Description and Analysis - Programmes 3, 4, 6 (Master's degree Program „Business Administration”; Master's degree Program “Public Administration”; Master's Program “Transport Logistics”)

Prerequisites for admission to the Master's degree educational program are as follows:

- Bachelor's academic degree;
- Passing the unified national master's exam; enrollment in the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia;
- Passing the intra-university exam in the specialty, which consists of: a) Examination in the specialty - takes into account the applicant's level of knowledge of business administration (management, marketing, finance, accounting, auditing) through testing. b) Examination in a foreign (English) language shall be held by testing. The applicant who presents a certificate confirming knowledge of the following foreign language at the B2 level shall be exempt from testing a foreign (English) language. Also, the applicant who has completed a bachelor's course in the relevant language shall be exempt.

It is possible to enroll in a Master's educational program on a mobility basis in accordance with the rules established by the legislation of Georgia. In particular, enrollment in the program is possible through internal and external mobility, which is regulated by the order of the Minister of Education and Science of Georgia dated February 4, 2010 No. 10/N - "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" and the resolution "On the procedure for obtaining, suspending, terminating, restoring, mobility, granting qualifications and recognizing the received education" developed and approved by Akaki Tsereteli State University (No. 12 (17/18)).

The prerequisites ensure that applicants have a Bachelor's degree and have passed both the national master's exam and an intra-university exam covering specialized business knowledge and foreign language proficiency. This ensures students are prepared for the advanced level of study required for a Master's program in Business Administration, Public Administration, or Transport Logistics. The prerequisites align with the program's academic demands and ensure that students have the necessary background.

The admission criteria logically connect to the program's content and intended outcomes. The requirement to pass an exam in both business disciplines and a foreign language (or provide proof of language proficiency) ensures that students have the skills needed to succeed in a Master's-level business administration course. The prerequisites are directly tied to the program's academic focus and learning outcomes.

The admission criteria, including exemptions from language exams based on certifications and mobility options, are transparent and accessible. The rules are publicly available on the institution's website or other official platforms. The preconditions are fair and accessible to all potential applicants.

Description and Analysis - Programme 5 (Master's Program “Leadership and Management in Higher Education”)

Prerequisites for admission to the Master's degree educational program are as follows:

- Bachelor's academic degree;
- Passing the unified national master's exam; enrollment in the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia;
- Passing the intra-university exam in the specialty, which consists of: a) Examination in the specialty - takes into account the applicant's level of knowledge of educational systems in Georgia and global context, Bologna process and globalization of Higher Education. b) Examination in a foreign (English) language shall be held by testing. The applicant who presents a certificate confirming knowledge of the following foreign language at the B2 level shall be exempt from testing a foreign (English) language. Also, the applicant who has completed a bachelor's course in the relevant language shall be exempt.

It is possible to enroll in a Master's educational program on a mobility basis in accordance with the rules established by the legislation of Georgia. In particular, enrollment in the program is possible through internal and external mobility, which is regulated by the order of the Minister of Education and Science of Georgia dated February 4, 2010 No. 10/N - "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" and the resolution "On the procedure for obtaining, suspending, terminating, restoring, mobility, granting qualifications and recognizing the received education" developed and approved by Akaki Tsereteli State University (No. 12 (17/18)). The prerequisites are fully consistent with Georgian educational laws and regulations.

The prerequisites require a Bachelor's degree, passing the unified national master's exam, and an intra-university exam that evaluates knowledge of educational systems in both the Georgian and global contexts, the Bologna process, and the globalization of higher education. These criteria ensure that students possess relevant background knowledge that aligns with the focus of the program. The prerequisites ensure that admitted students have the necessary knowledge and skills aligned with the program's specialization in educational systems and global trends.

The admission requirements are directly linked to the program's content, which includes advanced understanding of educational systems, global context, and higher education policies (e.g., the Bologna process). These are essential topics in the field of education, and the foreign language proficiency requirement ensures that students can engage with global research and literature. The prerequisites are logically connected to the program's content and the expected learning outcomes.

The admission criteria, including the exemptions for language testing, are clearly outlined, fair, and publicly available. The mobility options also enhance accessibility for a broader range of students. The prerequisites are fair and accessible, and the process is transparent and publicly available.

Description and Analysis - Programme 7 (Doctor's degree Program „Business Administration”)

Prerequisites for admission to the Doctor's degree educational program are as follows:

- Master's or equivalent academic degree in Business Administration, Management or Economics;

- Submission of two letters of recommendation from the academic circles of the field addressed to the Admission Committee for doctoral studies;
- Submission of a reference paper from the field of scientific interest of the doctoral candidate;
- Knowledge of the English language at the B2 level (passing the exam at the ATSU, or presenting a diploma/certificate confirming knowledge of the English language at the B2 or higher level (TOEFL, IELTS, CPE or other) or submitting a document confirming studies in English-language programs)
- Passing the university exam in the specialty and foreign language. Examination in a foreign (English) language shall be held by testing. The applicant who presents a certificate confirming knowledge of the following foreign language at the B2 level shall be exempt from testing a foreign (English) language. Also, the applicant who has completed a bachelor's course in the relevant language shall be exempt.

In the event of an equality of competitive points accumulated in the entrance exams, preference shall be given to individuals with research activities and publications, internships abroad, and relevant practical experience (which is confirmed by the documents submitted by the doctoral candidate).

Enrollment in the doctoral program through internal and external mobility is allowed under the following conditions:

- Passing the university exam in the specialty,
- Passing the tests in the English language at B2 level or providing proof of knowledge of the English language at B2 or higher level - diploma, certificate, study document on English language programs,
- Submission of the completed part of the dissertation or a reference paper from the field of scientific interest of the doctoral candidate;
- Submission of two letters of recommendation from the academic circles of the field addressed to the Admission Committee for doctoral studies.

A doctoral candidate, if he/she wants to study in a Georgian-language program and Georgian is not his/her native language, shall provide a certificate of knowledge of the Georgian language.

The prerequisites require a Master's degree in Business Administration, Management, or Economics, which aligns with the academic focus of the program. The submission of letters of recommendation, a reference paper, and an English language requirement ensure that candidates possess the necessary academic preparation and research orientation. The admission criteria ensure that students have relevant academic qualifications and research competence, which are essential for success in a doctoral program.

The provisions regarding the mobility of students are in line with Georgian legislation, and they are consistent with the rules set by the Ministry of Education and Science of Georgia.

The doctoral program requires submission of a reference paper related to the candidate's field of interest, along with agreement with a supervisor before admission. This ensures that students are prepared for research-intensive work. The English language proficiency is essential, given the global context of doctoral research and academic

collaboration. The alignment between the prerequisites and the research orientation of the program is logical. The admission criteria are closely linked to the program’s research-based content and outcomes. Furthermore, the institution ensures a research-intensive focus in the Doctoral programs by limiting each supervisor to a maximum of three doctoral candidates, fostering personalized mentorship.

The program follows a commission-based admission process, as required for doctoral programs. Admission to the Doctoral program is regulated by a formal commission, ensuring that candidates are thoroughly evaluated based on their academic background, research interests, and proficiency in a foreign language. The university aims to admit 5-7 candidates for its new doctoral program, ensuring manageable student-to-supervisor ratios that facilitate effective mentorship. Doctoral students are supported by international collaboration, as seen in the involvement of co-supervisors and lectures on research methodologies by specialists from foreign countries (e.g., Poland and Ukraine). This global engagement enhances the academic quality of the programs.

The criteria for admission, including competitive points for research activities and publications, are transparent and publicly accessible. The program provides clear pathways for mobility and specific exemptions for language testing, making the process fair and inclusive. The prerequisites are fair, public, and accessible, ensuring transparency in the admission process.

Evidences/Indicators

- Educational programmes;
- Website <https://atsu.edu.ge/ge/home>;
- Regulations of Definition of the Main Principles of Implementation of the Doctoral Studies at Akaki Tsereteli State University (Approved by the resolution N 81 of the Academic Board of LEPL Akaki Tsereteli State University on 14/02/2024);
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: The engagement of foreign applicants (international students) could be improved to support inclusivity.

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Business Administration (180 credits)				
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration Program)	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.

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

The Bachelor's, Master's, and Doctoral programs provide activities such as group work, debates, presentations, case-solving, group discussions and the preparation of research papers, essays, and reports. These activities are incorporated into syllabi to balance theoretical and practical learning, enhance students' research, creative, and transferable skills. Students from Business and Public Administration programs are involved in strategic planning presentations and real-life cases, enhancing their skills. The programs emphasize extracurricular activities as part of student development, which the university incentivizes by linking scholarships to such involvement.

Courses across 3 programs are designed to align with specific learning outcomes, such as the development of practical and research skills in courses like “Digital Marketing,” “Tax cases,” and “Project Management”, ensuring that students are well-prepared for industry demands.

Students engage in practical exercises such as strategic planning presentations, business plan writing, and municipal development case studies that reflect the intended learning outcomes.

The practical components of the programs are structured to meet the intended learning outcomes for each level of education. Lecturers have freedom in lesson planning, resulting in a strong focus on practical work, especially after the initial weeks of lectures.

ATSU supports participation in Student and Master's scientific conferences, providing students with opportunities to showcase their research.

The university collaborates with local government offices (e.g., the Mayor's Office and regional administration) and major companies (like TBC Bank) to facilitate internships where students are engaged in significant, real-world tasks. Student mentorships are highlighted, with mentors directly overseeing students' work and providing assessments, ensuring practical learning is tailored to real-world professional standards.

The faculty's active role in organizing practical visits and workshops suggests that students are closely guided by qualified individuals throughout their practical training. Courses like "Professional Practice" in the Bachelor's Business Administration program offer opportunities to gain hands-on experience in business environments. Experts, such as judges for law students and banking managers for finance courses, are involved in teaching and supervising students during their practical activities. Additionally, supervisors are qualified, with many having undergone training in modern teaching methods (e.g., flipped classrooms and formative assessment). The process where students complete reports and self-assessments, which are then evaluated by both their mentors and university supervisors, strengthens the assessment criteria. It aligns with the institution's objective to ensure practical skills acquisition and allows ongoing feedback.

The university has memorandums and agreements with business organizations where students complete their professional practice. This helps ensure that practical skills development is tied to learning outcomes. Agreements with local and international businesses, such as with the Kutaisi Chamber of Commerce, provide opportunities for students to engage in internships and practical experiences. However, it is mentioned that some memorandums are outdated and need to be renewed. The university needs to ensure that all agreements are up-to-date and explicitly aligned with program outcomes.

The opportunity for students to gain direct experience in local governance projects, policy strategy, and logistics reflects robust partnerships and a strong practical component.

TBC Bank's high employment rate of university graduates reflects the alignment of the program's practical training with the bank's needs. The integration of logistical planning, risk management, and stock management into the

curriculum—based on feedback from the transportation sector—demonstrates responsiveness to industry-specific needs and enhances employability.

The university promotes international mobility through signed memorandums with European universities. This opportunity allows students to gain international experience and broaden their research and practical skills.

Extracurricular activities and annual scientific conferences provide further opportunities for students to apply these skills. The emphasis on student participation in activities like conferences, trainings, public lectures, and visits to business organizations helps foster a well-rounded educational experience. The university’s focus on student involvement beyond the classroom demonstrates a strong commitment to practical learning.

The programs ensure the development of practical, creative, and research skills, and students are supported by qualified supervisors. Additionally, there are strong partnerships with businesses and other institutions to provide practical experience. The only area for improvement is the need to update existing memorandums with practice centers and employers to ensure continued relevance to student outcomes.

Evidences/Indicators

- Agreements / memorandums with employers and objects of practice.
- Interview results.

General recommendations of the cluster: It is recommended to update existing memorandums to strengthen alignment with current program outcomes.

General suggestions of the cluster: None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The university selects teaching methods that align with course objectives and learning outcomes, adjusting methods based on the nature of each course and specifying these methods in syllabi. The courses include lectures, practical sessions, and a structured approach to developing knowledge. The objectives focus on both theoretical understanding and practical applications, which match the intended learning outcomes.

There are diverse methods in the syllabi like problem-based learning (PBL), discussions, case studies, role-playing, and experiential learning. Each activity is designed to align with specific outcomes, such as enhancing analytical abilities and understanding course principles. Students actively engage through activities such as discussions, dilemma exercises, situational problem-solving, and presentations. These methods foster interaction and encourage students to participate responsibly while developing analytical skills. Practical applications, such as the inclusion of legal and banking tools, also support skill development. Interviews with faculty and quality control personnel, as well as feedback on practical tools like legal software in law courses, suggest that courses are tailored to meet both content and outcomes requirements.

The teaching methods effectively engage students, encourage interaction, and facilitate the development of critical and analytical skills. Assignments, such as essay writing, presentation, and case analysis, target critical thinking and autonomy. The inclusion of real-life scenarios (e.g., budget planning and decision-making for the Money and Financial Relationships course) supports analytical and practical skills.

Feedback mechanisms (e.g., observations on attendance increases with interactive methods) suggest an adaptive approach that values engagement.

The methods and policies indicate a flexible approach that can accommodate individual student needs. Additionally, the university’s decree on creating individual learning plans enables further flexibility, allowing adjustments for students with particular academic needs or interests.

No data explicitly on cultural accommodations; however, flexible and individualized approaches suggest a framework that could include international students’ needs. The use of English-language sources, along with flexible teaching strategies, may facilitate engagement for students from diverse backgrounds.

The courses were adapted to online platforms (Microsoft Teams, Moodle) during the COVID-19 pandemic, demonstrating an ability to transition to digital learning effectively. The university successfully implemented distance learning without compromising educational outcomes.

Evidences/Indicators

- Educational programmes grouped in a cluster;
- Teaching - learning methods;
- Akaki Tsereteli State University Academic Council’s Decree N 30 (17/18) on Student Individual Learning Plan Development Regulations according to the Georgian Law on Higher Education (December 5, 2017);
- Results of the interview.

General recommendations of the cluster: None

General suggestions of the cluster: Adding culturally responsive adjustments or international students’ needs could be further detailed in the syllabi or program structure.

Recommendations and suggestions according to the programmes: None

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 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Business Administration (240 credits)				
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	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

In the educational programs grouped in the business cluster of Akaki Tsereteli State University, the assessment of students' knowledge is carried out in accordance with the evaluation system approved by the Order N3 of the Minister of Education and Science of Georgia on January 5, 2007, and the principles determined by the resolution of the Academic Council of Akaki Tsereteli State University.

The evaluation system includes intermediate and final evaluations, the sum of which is equal to 100. The evaluation forms are as follows: intermediate evaluation - 30 points; Intermediate exam - 30 points; Final exam - 40 points. Those students who scored at least 24 points in the intermediate assessment will be admitted to the final exam.

The evaluation system of the training component of the educational program allows five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) very good – 81-90 points;

- (C) good – 71-80 points;
- (D) satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Also, two types of negative evaluation:

(FX) failed – 41-50 points, which means that the student needs more work to pass and is allowed to take one additional exam with independent work;

(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/subject.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 calendar days after the announcement of the results of the final exam.

Information on evaluation components, methods and criteria is provided to the student at the beginning of the semester by the head of a particular study course through the presentation of the syllabus. As it became clear during the visit, the dean's office of the faculty, together with the dean, deputies and secretaries, is involved in informing students to share various useful information, for which they actively use various communication channels/means, including corporate/university e-mail. The faculty is interdisciplinary, there are more than 2 thousand students. Therefore, issues in the dean's office are delegated according to educational programs, which allows the student to receive the necessary feedback in a timely manner.

As mentioned, before the start of studies, representatives of all faculties, even the rector himself, meet the students. Transferring students are met separately and the necessary information is shared with them, the university is informed so that the student can effectively integrate into the new environment.

Based on the study of the syllabuses of the training courses, it can be said that the forms, criteria and methods of knowledge assessment are transparent. In this direction, a detailed breakdown of the evaluation criteria with reference to a specific score can be named as the best practice. During the visit, no complaints were expressed regarding the assessment system in the university, in this regard, only positive messages were voiced.

According to the resolution of the Academic Council, from 2017, the procedure for appealing the exams was approved. Accordingly, those students who do not agree with the results of the final exam are entitled, within the established period, to use the appeal mechanism. As mentioned in the sessions, there was a similar precedent for a specific program presented in the cluster and the process was carried out effectively. At such time, the identity of the students who wrote the appeal is confidential.

The evaluation system also recognizes five types of positive and two types of negative evaluations for master's education programs presented in the cluster. As for the evaluation criteria of the Master's Thesis, it is detailed in the Master's Thesis Evaluation Syllabus.

A student who has accumulated the required number of credits provided by the program will be admitted to the defense of the master's thesis; In accordance with the established deadlines, he submitted his master's thesis on time; submitted a report on the plagiarism of the master's thesis in the program; Presented the positive conclusions of the supervisor and the reviewer on the paper.

As for the doctoral educational program of business administration, as mentioned, the mentioned program functioned until 2018, after which the head of the program stopped its implementation.

The university has developed the procedure for completing master's and doctoral theses. Also, the regulations of the Dissertation Council and the procedure for conducting doctoral studies. These documents contain detailed information about the design of the thesis, the evaluation system, the publicity of the defense, the composition of the commission, the functions and duties of the supervisor and reviewers.

Supervisors of master's and doctoral theses provide their master's and doctoral students with information about academic style requirements, the manner of completing the thesis, and the evaluation system. The participation of an external evaluator/evaluators is ensured in the evaluation of the dissertation.

The evaluation of master's and doctoral theses includes 5 types of positive evaluation:

A) *summa cum laude* – excellent paper – 91-100 points; B) very good (*magna cum laude*) – result that exceeds the requirements in every way - 81-90 points; C) good (*cum laude*) – result that exceeds the set requirements - 71-80 points; D) average (*bene*) – an average-level paper that meets the basic requirements - 61-70 points; E) Satisfactory (*rite*) - the result, which, despite the shortcomings, still meets the requirements - 51-60 points.

The paper can be evaluated with two types of negative evaluation:

(FX) Insufficient - a thesis of an unsatisfactory level that does not meet the requirements - 41-50 points - in such a case, the doctoral candidate must submit a revised thesis within one year;

(F) completely unsatisfactory (*sub omni canone*) – the result that does not completely meet the requirements - 40 points and less - in such a case, the doctoral candidate loses the right to present the same thesis at the defense.

To detect violations of academic integrity, the Turnitin program is actively used in HEI.

Evidences/Indicators

- Educational programs
- Syllabus of courses
- Resolutions of the Academic Council of the University (student evaluation system; appeal procedure)
- The rule of completing the master's thesis
- Regulation of Dissertation Council
- The procedure for conducting doctoral studies
- University website
- Results of the interview

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

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 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	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.

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

Students in clustered educational programs receive appropriate counseling/information on curriculum planning, academic achievement improvement, employment, and career development through a variety of means, including interpersonal and remote. The staff of the institution, including the persons involved in the program and/or the structural units of the institution, ensure the provision of appropriate information to students about the counseling available in the HEI. During the visit, the information mentioned was confirmed, therefore, it can be said that the information provision of students is in order.

In the university, information and counseling campaigns are held at the beginning of the semester. Orientation meetings are planned for newly enrolled students, where they will be introduced in detail to the university environment, student life, services and various useful information.

Several communication channels are used to inform students, including university e-mail, which is mandatory for all students. Online platforms are available for students: Microsoft Teams and Moodle. Distance learning, e-learning courses, textbooks, etc. are offered to students on the mentioned platforms.

The university's website and Facebook page are also used for providing students with information; A special application ATSU NEWS has been created, which is effectively used in the part of informing students, it contains information about various news, current and planned events, etc. In order to receive the desired information or service, the university also has a special e-mail.

The following services operate in the university: mediation and consultation service with student and university management structures; Student career development service; alumni network; Legal and psychological assistance centers and others.

The university has a student career development center that actively informs students about vacancies and internship programs; Also, it organizes training courses to develop driving skills for employment. Employers have a close relationship with the programs presented in the cluster, which we can name as best practices and strengths of the programs.

It should be noted that information is actively sent to students about various scientific activities, exchange programs, local and international projects. According to the information provided by the higher educational institution, at various times, many students and academic staff of ATSU have benefited from the exchange program. The objects of the exchange program look like this: University of Versailles, France ; University of Alcalá, Spain ; Mendel University in Brno, Czech Republic ; Southeastern University of Norway ; Consortium of Universities of Minho, Évora and Aveiro (PEERS), Portugal ; University of Thessaloniki, Greece. The number of students participating in the presented exchange programs is not at a favorable level, in the presented document, 5 students and 2 academic staff of the programs grouped in the cluster participated in the exchange program from 2018 to 2024. Obviously, more efforts should be made in this direction to strengthen international mobility - be it in the direction of semester exchange programs or short-term international projects.

During the visit, it was also established that the involvement of students of different levels in scientific research projects and conferences requires significant intervention in order to mostly improve the current situation and to involve as many students as possible in this direction.

The University has a strong student feedback mechanism developed through periodic surveys. The quality service of the university analyzes the results obtained after the survey and takes appropriate actionable steps. The questionnaire covers the study of student satisfaction and issues in different directions: university services, infrastructure, study course and its teacher, use of the library, academic supervisor, evaluation system, graduates, employers and other necessary issues. The higher educational institution presented the results of the analysis of the questionnaire, where special attention should be paid to certain issues, for which it is desirable that the quality service of the university or the relevant department make additional efforts in order to be able to respond to the noteworthy issues found in the results of the survey in a timely manner.

As for the consulting hours of the professors, they are written in the syllabus of the relevant study course. During the visit, it was noted that the teachers are ready to provide additional consultations, be it in relation to the subject or other relevant issues.

The ombudsman's office has been operating in the university since 2018, the main mission of which is to protect the interests of students; Also, there is a student self-government in the university, which is actively involved in encouraging extracurricular activities; Student days are organized in which cognitive, cultural, performing, artistic, sports and other activities are united.

Evidences/Indicators

- Survey forms and results

- List of students and academic staff participating in exchange programs
- Information about international cooperation
- Student Support and Development Service
- Electronic portals/platforms
- University website
- Results of the interview

General recommendations of the cluster:

- It is recommended to strengthen the international mobility of students by increasing involvement in semester exchange programs and short-term international projects;
- It is recommended to increase the involvement of students in scientific research projects.

General suggestions of the cluster: It is suggested that special attention should be paid to the problematic parts of the results of the survey, so that appropriate actionable steps can be taken in time.

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Leadership and Management in Higher Education (English language)				
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

In this sub-standard, to a large extent, there will be a discussion on the master's programs presented in the cluster, as for the doctoral program, representatives of adjacent fields were represented at the session. It should be noted that the implementation of the business administration doctoral educational program has been suspended since 2018.

Master's and doctoral programs presented in the cluster have qualified supervisors, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree, as well as the specificity of the program and the best international practices. As mentioned in various sessions during the visit, the supervisor supports the master's/doctoral student in the implementation of the scientific-research component.

During the visit, it was confirmed that the supervisor helps the master's/doctorate student in selecting a topic, drawing up a plan and processing a bibliography. Periodically checks the progress of work on the topic, makes comments and provides appropriate consultation. After finishing the work, he prepares a written conclusion.

One supervisor can supervise a maximum of five graduate students. In the process of preparing the qualification paper, if the topic is interdisciplinary, it is possible to appoint a co-supervisor. In this direction, the university has developed an appropriate rule. The practice of hiring a co-leader was confirmed during the visit at the relevant sessions.

Scientific supervisors, topics and reviewers are approved by the faculty council. The selection of topics is done as follows: the academic staff presents the list of topics to the program leader, and the program leader shares the list of

topics with the master's students. Master's students choose a scientific supervisor according to the topics they are interested in.

The academic workload of the supervisor of the master's thesis includes regular consultations, the frequency of which corresponds to the specifics of the program and research topic.

The higher educational institution has developed mechanisms for assessing the quality of the activity of the supervisor/co-supervisor of master's and doctoral theses, which ensures the effective implementation and development of the supervision/co-supervisor process. Master's students are sent a special questionnaire, through which they can evaluate the scientific supervisor: share positive or negative experiences.

As for master's theses, certain challenges should be noted here, the solution of which is important for further development. As a result of studying the required master's theses, it can be said that the supervisor and the master's student should pay special attention to the perfection of the literature review part so that it does not resemble an abstract. The point is that in a large part of the presented papers, the literature review contains a list of various books, textbooks or scientific sources and a small discussion of them, which is only descriptive in nature, while in the literature review part, the master's student can enter into a "dialogue" with the authors of the scientific sources written on his topic and openly to state his opinions, what he shares or does not share from the point of view of a particular scientist. Completing the literature review part is important, on the one hand, for a critical review of the literature, and on the other hand, for the justification of scientific innovation.

In addition to the above, special attention should also be paid to perfection of the methodological part in master's theses. Since the master's thesis belongs to a number of scientific-popular works, it is necessary not only to represent the relevant methods for the field, but also to explain them in detail and to discuss the peculiarities of their use.

In order to overcome the mentioned challenges, it is desirable that the supervisor distributes the consultation hours in such a way that more time is devoted to perfecting the presented research components. In addition, it is possible to develop the necessary skills in this direction through permanent trainings, which will provide significant assistance to the master's student in the process of completing the qualification papers.

Data related to the supervision of master's/doctoral students	
Programme 3 Business Administration, MA⁶	
Number of master's/doctoral theses supervisors	20
//Number of doctoral thesis supervisors	
Number of master's students	22

⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.91
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students	
Programme 4 Public Administration, MA	
Number of master's/doctoral theses supervisors	10
//Number of doctoral thesis supervisors	
Number of master's students	12
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.83
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students	
Programme 5 Leadership and Management in Higher Education (English language), MA	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	N/A
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students	
Programme 6 Transport Logistics, MA	
Number of master's/doctoral theses supervisors	18

//Number of doctoral thesis supervisors	
Number of master's students	N/A
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	N/A
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students	
Programme 7 Business Administration, PhD	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	7
Number of master's students	
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	N/A
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- Master's and doctoral theses
- The rule of completing the master's thesis
- Regulation of Dissertation Council
- The procedure for conducting doctoral studies
- Questionnaire for the evaluation of the scientist-supervisor
- Methodology for determining the number of supervisors for master's and doctoral programs
- University website
- Results of the interview

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 3, 4, 5, 6, (Master Programs ONLY)

Recommendation(s):

1. It is recommended that supervisors of master's theses pay more attention to perfecting such components as: scientific literature review and research methodology.

Suggestion(s):

1. It is suggested that supervisors allocate more consultation hours in the methodology and literature review section;
2. It is suggested that the candidates for the master's degree be permanently given special training, which will provide significant assistance in the process of preparing the qualification thesis.

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Education (English language)				
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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

The quality of higher education is profoundly influenced by the qualifications, skills, and competencies of its academic personnel. As institutions of higher learning strive to meet educational standards and enhance student learning outcomes, compliance with specific criteria regarding academic staff becomes paramount. The academic staff responsible for implementing educational programs in the cluster operate in accordance with relevant legislation and the internal policies of the Higher Education Institution. The required number of academic and invited personnel for the programs at ATSU is determined by the University's Board of Representatives through Resolution No. 173 (28.02.2018), which considers factors such as the size of student groups and the average weekly teaching workload for both the academic group and associate professors. The number of Master's and Doctoral students corresponds to the workload of their supervisors with the ratio of the Master's and Doctoral students and supervisors is never above 1.0, which was also confirmed during the interviews with academic staff and the administration.

The educational programs in the cluster are delivered by qualified individuals, who possess the necessary expertise to achieve the intended learning outcomes. The staffing levels of academic and invited personnel ensure the effective execution of the educational program, as well as the ongoing conduct of scientific research, creative activities, and other assigned responsibilities. A balance between academic and visiting staff is relevant for the program's sustainability.

The selection of academic personnel for the programs follows all regulations outlined in the Georgian Law about "Higher Education." The process is conducted transparently, with each job vacancy advertised publicly that ensures open competition.

The number of academic staff's annual teaching and scientific-methodical workloads are defined by internal regulation "Annual teaching and scientific-methodical workload norms of academic staff, emeritus, teachers and contract specialists". During the interviews academic and invited staff had information about the regulation and required workload. Institution along with every academic and invited personnel works out individual plans for scientific and teaching workload in the beginning of the year, which is a good practice. The set workload scheme includes 1500 hours yearly which includes: 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in several the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

The number of qualified support staff is sufficient enough to contribute to achieving the learning outcomes of the study courses. The collaboration between specialists and support staff in the library, computer lab, student services, and dean's office focuses on meeting educational goals and enhancing the results of the study process. The roles and

responsibilities of the support staff are outlined in their job descriptions, which are included in the Faculty Regulations.

Description and Analysis - Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. The program is staffed by academics who have scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. The number of involved academic personnel is 59. The ratio of the academic/scientific staff and invited staff is 1,87. A balance between academic and visiting staff is relevant for the program's sustainability.

There is a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

The administrative and support staff is composed of 10 people, which are able to give timely and adequate help to the program students.

Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))⁷				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁸	Including the staff holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Total number of academic staff	59			37
- Professor	6			
- Associate Professor	30			
- Assistant-Professor	2			
- Assistant				
Invited Staff	21			–
Scientific Staff				–

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

⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis -Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. Program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. Number of involved academic personnel is 59. The ratio of the academic/scientific staff and invited staff is 1,81. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program.

There is a a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

The administrative and support staff is composed of 10 people, which are able to give timely and adequate help to the program students.

Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))¹⁰				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹¹	Including the staff holding PhD degree in the sectoral direction¹²	Among them, the affiliated academic staff
Total number of academic staff	59			37
- Professor	6			
- Associate Professor	30			
- Assistant-Professor	2			
- Assistant				
Invited Staff	21			–
Scientific Staff				–

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

¹¹ Staff implementing the relevant components of the main field of study

¹² Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis - Programme 3 Master's Educational Program in Business Administration

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. The program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. The number of involved academic personnel is 39. The ratio of the academic/scientific staff and invited staff is 2,25. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program.

There is a a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. The set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

The administrative and support staff is composed of 10 people, which are able to give timely and adequate help to the program students.

Programme 3 (Master's Educational Program in Business Administration)¹³				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁴	Including the staff holding PhD degree in the sectoral direction¹⁵	Among them, the affiliated academic staff
Total number of academic staff	39			27
- Professor	5			
- Associate Professor	20			
- Assistant-Professor	2			
- Assistant				
Invited Staff	12			–
Scientific Staff				–

¹³ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁴ Staff implementing the relevant components of the main field of study

¹⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis - Programme 4 Master's Educational Program in Public Administration

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. Program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. Number of involved academic personnel is 28. The ratio of the academic/scientific staff and invited staff is 1,80. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program.

There is a a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

Administrative and support staff is composed of 10 people, which are able to give timely and adequate help to the program students.

Programme 4 (Master's Educational Program in Public Administration)¹⁶				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁷	Including the staff holding PhD degree in the sectoral direction¹⁸	Among them, the affiliated academic staff
Total number of academic staff	28			18
- Professor	7			
- Associate Professor	10			
- Assistant-Professor	1			
- Assistant				
Invited Staff	10			–
Scientific Staff				–

¹⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁷ Staff implementing the relevant components of the main field of study

¹⁸ Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. Program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. Number of involved academic personnel is 10. The ratio of the academic/scientific staff and invited staff is 4. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program.

There is a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

Administrative and support staff is composed of 7 people, which are able to give timely and adequate help to the program students.

Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))¹⁹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁰	Including the staff holding PhD degree in the sectoral direction²¹	Among them, the affiliated academic staff
Total number of academic staff	10			7
- Professor	3			
- Associate Professor	5			
- Assistant-Professor				
- Assistant				
Invited Staff	2			–
Scientific Staff				–

¹⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁰ Staff implementing the relevant components of the main field of study

²¹ Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. Program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. During the interviews, it was clear that staff involved in implementing this program, has field experience, specific to this program. Number of involved academic personnel is 25. The ratio of the academic/scientific staff and invited staff is 7,33. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program. However, it would be more beneficial in the future to increase the number of invited staff with practitioners of the field.

There is a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

Administrative and support staff is composed of 10 people, which are able to give timely and adequate help to the program students.

Programme 6 (Master's Educational Program in Transport Logistics)²²				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²³	Including the staff holding PhD degree in the sectoral direction²⁴	Among them, the affiliated academic staff
Total number of academic staff	25			22
- Professor	6			
- Associate Professor	16			
- Assistant-Professor				
- Assistant				
Invited Staff	3			-
Scientific Staff				-

²² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²³ Staff implementing the relevant components of the main field of study

²⁴ Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis -Programme 7 Doctoral Education Program in Business Administration

The educational program is delivered by qualified individuals who possess the necessary expertise to achieve the intended learning outcomes. Program is staffed by academics who has scientific and practical experience, which gives the possibility to help students to achieve the program learning outcomes. Number of involved academic personnel is 11. The ratio of the academic/scientific staff and invited staff is 1.75. A balance between academic and visiting staff is relevant for the program's sustainability. The number of academic and invited staff implementing the program is adequate to the number of students and ensures the conduct of the educational process defined by the educational program.

There is a a qualified Head of the Programme, who has appropriate competences in the field of study of the program. During the interviews, it was clear that the Head of the program was fully involved in the process of developing the program, along with the team of academic and invited staff, students and other relevant parties.

Institution along with every academic and invited personnel works out individual workload plans for scientific and teaching workload in the beginning of the year, which is a good practice. Set workload scheme includes 1500 hours yearly, 500 hours - learning workload, 1000 hours - Scientific-methodical work. However, in some of the individual workload plans, teaching hours were more than maximum hours that are defined by the internal regulation.

Administrative and support staff is composed of 5 people, which are able to give timely and adequate help to the program students.

Programme 7 (Doctoral Education Program in Business Administration)²⁵				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁶	Including the staff holding PhD degree in the sectoral direction²⁷	Among them, the affiliated academic staff
Total number of academic staff	11			7
- Professor	6			
- Associate Professor	1			
- Assistant-Professor				
- Assistant				
Invited Staff	4			–
Scientific Staff				–

Evidences/Indicators

²⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁶ Staff implementing the relevant components of the main field of study

²⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

- The Self-evaluation report
- "Annual teaching and scientific-methodical workload norms of academic staff, emeritus, teachers and contract specialists"
- Current semester workload plans of staff
- The CV's of the academic and invited staff
- Interviews with personnel

General recommendations of the cluster: Review the actual staff workload and bring it into line with internal regulations.

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s):

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s):

Suggestion(s): None

Programme 3 Master's Educational Program in Business Administration

Recommendation(s):

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration

Recommendation(s):

Suggestion(s): None

Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s):

Suggestion(s): None

Programme 6 Master's Educational Program in Transport Logistics

Recommendation(s):

Suggestion(s): it would be beneficial in the future to increase the number of invited staff with more practitioners of the field.

Programme 7 Doctoral Education Program in Business Administration

Recommendation(s):

Suggestion(s): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<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.

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

ATSU has developed the procedure for completing master's and doctoral theses. Also, the regulations of the Dissertation Council and the procedure for conducting doctoral studies, in which is given detailed information about the functions and duties of the supervisors.

According to the master's thesis performance and evaluation rules of university, the supervisor of the master's thesis can be:

- the academic staff of the university (professor, associate professor, emeritus professor);
- an invited person with a doctorate degree.

If the topic is interdisciplinary a master's thesis can have a co-supervisor (depending on the specifics of the research).

The practice of hiring a co-leader was confirmed during the visit at the relevant sessions.

According to the rules for conducting doctoral studies at the university, the scientific supervisor of a doctoral student can be a member of the dissertation council who meets at least one of the conditions listed below:

- He/she is a Full or Emeritus Professor at the authorized higher education institution;
- He/she is an associate professor of an authorized higher education institution and holds the scientific degree of Doctor of Sciences;
- He/she is a senior research fellow at the scientific research institute (LEPL) or an authorized higher education institution (LEPL);
- He/she is a senior scientific employee of a scientific research institute (LEPL) or an authorized higher education institution (LEPL), and holds the scientific degree of Doctor of Sciences;
- He/she is a specially invited specialist at the university and holds the scientific degree of Doctor of Sciences;
- In exceptional cases, an associate professor may be appointed as a scientific supervisor with a one-time right granted to him/her by the Academic Council.

The scientific supervisor is also required to have research experience and important publications in the scientific field related to the doctoral dissertation topic.

In case of PhD studies, the scientific supervisor of a doctoral dissertation must have relevant research experience and significant publications in the field. If they choose to decline supervision at any stage, a reasoned statement must be submitted to the Dissertation Council. If the supervisor leaves their academic position, supervision can continue if the Dissertation Council invites them back. If new scientific aspects emerge during the dissertation work that require further expertise, a co-supervisor may be appointed, provided they are a member of the Dissertation Council and

have published at least three relevant papers in the last five years. Additional criteria for co-supervisors can be set by the Faculty Dissertation Council. One supervisor can supervise a maximum of five graduate students.

During the visit, it was confirmed that the supervisor supports the master's/doctorate student in selecting a topic, drawing up a plan, processing a bibliography and gives advice / instructions regarding the research process. Supervisors of master's and doctoral theses provide their master's and doctoral students with information about academic style requirements, the manner of completing the thesis, and the evaluation system. Periodically checks the progress of work on the topic, makes comments and provides appropriate consultation. After completing the work, the supervisor prepares a written conclusion.

It should be noted that the doctoral educational program of business administration functioned until 2018, after which the head of the program stopped its implementation. The mentioned program was presented at the session by representatives from adjacent fields.

Supervisors of Master's and PhD theses passionately engage with their fields, continually updating their knowledge through active participation in prestigious conferences both in Georgia and abroad. During a recent visit, they expressed appreciation for the unwavering support they receive from the university administration, which enables their attendance at a variety of esteemed scientific events. Highlights from their recent endeavors include the International Scientific Conference “New Mission of Universities” held by the Academy of Educational Sciences of Georgia on April 29, 2023, in Tbilisi, and the International Scientific-Practical Conference (ISPC 2021) in Switzerland. Additionally, they have been involved in conferences such as "Problems of High School Pedagogy and the Way to Solve Them" in 2020. Akaki Tsereteli State University actively fosters the advancement of science through the organization of timelier discussions on contemporary issues, such as the upcoming "Economic, Legal and Social Problems of Modern Development - 2024," organized by the Faculty of Business, Law, and Social Sciences, as well as topics like “The Humanities in the Age of Globalization-2023” and “Labour Market New Challenges: The COVID-19 Pandemic Context.”

Furthermore, the academic staff contribute to the broader educational landscape by publishing insightful monographs and articles, and they remain engaged in significant projects like those funded by COST, Erasmus—specifically, the Erasmus+ Project on Curriculum Innovation in Inclusive Education launched on February 1, 2022—and Horizon initiatives.

Their commitment to community training is evident through their involvement with the Professional Training, Retraining, and Continuing Education Center at Akaki Tsereteli State University. They have made their mark in various local academic journals, such as the “Bulletin of the National Academy of Sciences of Georgia” and the “Journal of the Academy of Business Sciences of Georgia 'Moambe',” as well as in reputable international journals including the “International Journal on Information Technologies & Security,” “International Journal of Innovative Technologies in Social Science,” the “Saudi Journal of Economics and Finance,” “International Journal of Innovative Technologies in Economy,” and the “International Academy Journal Web of Scholar.”

Moreover, the academic staff are prominent members of various organizations that enhance their professional reach, including the Georgian National Energy and Water Supply Regulatory Commission, the National Center for Education Quality Development of Georgia, and they hold esteemed positions on editorial boards such as the Bulletin of Social Science at Daugavpils University and the Journal of "Management and Business" at Batumi Shota Rustaveli State University. They also contribute their expertise to the Scientific Journal “Business-Engineering” and have become associate members of the International Scientific Research Group “Cooperative Research Group.”

Through their dedication and collaborative spirit, these scholars not only promote high quality of their disciplines but also contribute significantly to the fabric of academic and professional communities, weaving a tapestry of knowledge and innovation that resonates across borders.

Interviews with students and alumni revealed a high level of satisfaction regarding the qualifications of their thesis supervisors. Students feel well-supported and well-informed throughout their thesis writing journey, appreciating the guidance they receive during the whole process.

Description and Analysis - Programme 3 Master's Educational Program in Business Administration

The **Master's Educational Program in Business Administration** have qualified supervisors, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree. Supervisors are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students.

Programme 3 (Master's Educational Program in Business Administration)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	20	20	20
- Professor	3	3	3
- Associate Professor	17	17	17
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis -Programme 4 Master's Educational Program in Public Administration

The **Master's Educational Program in Public Administration** have qualified supervisors, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree.

Supervisors are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students.

Programme 4 (Master's Educational Program in Public Administration)

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	10	10
- Professor	1	1	1
- Associate Professor	9	9	9
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis -Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)

The **Master's Educational Program in Leadership and Management in Higher Education (English language)** has qualified supervisors, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree.

Supervisors are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students.

Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	4	4	2
- Professor	1	1	1
- Associate Professor	1	1	1
- Assistant-Professor	0	0	0
Invited Staff	2	2	–
Scientific Staff	0	0	–

Description and Analysis -Programme 6 Master's Educational Program in Transport Logistics

The **Master's Educational Program in Transport Logistics** has qualified supervisors, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree.

Supervisors are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students.

Programme 6 (Master's Educational Program in Transport Logistics)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	18	18	18
- Professor	5	5	5
- Associate Professor	13	13	13
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Programme 7 Doctoral Education Program in Business Administration			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³¹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7	7	7
- Professor	6	6	6
- Associate Professor	1	1	1
- Assistant-Professor	-	-	-
Invited Staff	-	-	–
Scientific Staff			–

Evidences/Indicators

- Self-Evaluation Report of the
- ATSU's website www.atsu.edu.ge

- Electronic portals/platforms
- Curriculum of the cluster study programs
- Master's Thesis Work Policy and Assessment Regulations
- Methodology for determining the number of supervisors for master's programs
- Questionnaire for the evaluation of the scientist-supervisor
- Master's theses
- Personal data (CVs) of supervisors of master's theses
- Supervisor publications in international peer-reviewed journals / monographies published in the international publications;
- Information received during the visit via interviews with different stakeholders.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

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 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	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.

As Master programs (Program 1: Bachelor's Educational Program in Business Administration (180 credits); Program 2: Bachelor's Educational Program in Business Administration (240 credits); Program 3: Master's Educational Program in Business Administration; Program 4: Master's Educational Program in Public Administration; Program 5: Master's Educational Program in Leadership and Management in Higher Education (English language); Program 6: Master's Educational Program in Transport Logistics;) united in the cluster are provided with mostly the same personnel, the analysis given below relates to all Master programs equally.

Developing and supporting human resources is one of the announced priorities of Akaki Tsereteli's State University. During the visit, the group of experts reveals that the academic and invited staff of the institution are highly motivated to ensure skills and abilities on academic path, develop academic and scientific potential. With this purpose staff takes part in conferences, research projects and workshops within the country. Academic and invited personnel have an opportunity to benefit from funded scientific and business trips aiming for professional career growth. The budget of each program is meant to support academic and invited staff in scientific-research activity. During the interviews the staff said that there is also a University Fund, to which additional money is allocated if necessary. The self-evaluation report gives information that financial support of the scientific-research activity is provided from the following sources: the university budget; the faculty's spending limit; different scientific funds, grant project funds; the funds of non-governmental and international organizations; the university budget assigned for the individual scientific research of a personnel; Georgian and foreign companies within the agreements signed on the implementation of scientific-research projects.

The HEI proceeds systematic evaluation and analysis of the academic and research activities within the educational programs of the cluster. The experts observed the CV-s, employment agreements, evaluation report forms and other documentation. According to internal policies, the university evaluates its employees on a regular basis. Clarifying

expectations for staff members from the university, keeping a systematic eye on their activities, identifying strengths, weaknesses, and areas in need of development, identifying potential in each person and assisting in its growth, boosting job motivation and satisfaction, and enhancing the caliber of duty performance are the main objectives of these evaluations. Information pertaining to the assessment is given individually to provide a seamless and successful evaluation process, which strengthens university corporate culture and increases overall productivity.

The institution states that all employees have equal opportunity for professional growth and that all personnel categories are treated equally. The responsibilities and duties of academic and invited staff are specified in employment contracts.

The following structural units are responsible for fulfilling scientific research at the university within their competence: the Academic Council; the Representative Board; the University Administration; the Research Support and Development Center, etc.

The research policy is regulated by a special document Policy for Research Enhancement, which reflects goals, main approaches and directions in planning, organizing, implementing and monitoring the scientific-research activity of academic and invited staff. The mechanism for evaluating research activity takes into account the results of evaluation and their analysis, and based on them, makes decisions on further improvement.

However, there is still a need to enhance more activities outside the country, increase productivity, quality of scientific researchers, and gain international recognition. The ATSU has worked out a special research activity self-evaluation form that outlines the staff engagement in scientific-research work, trainings and workshops. The form provides different criterias (each assessed by specific points) for staffs activity evaluation. The results, along with the details of the staff contract and workload, are assessed by the relevant councils and forwarded to the quality assurance service for further enhancement of activities.

The interviews and the documentation supported by the University reveals that scientific-research activity in the University should be increased. The documentations, provided by the academic and invited staff reflect low engagement in international activity. In many cases the scientific-research activity, scientific articles published in journals indexed in the Web of Science or Scopus databases during the last five years is very low. The scientific activities have to be improved, as it will better correlate the needs of local and global markets and provide achievement of program goals and learning outcomes. Especially it is important to strengthen scientific activities the international level. Publishing in high-rated journals, Scopus, Web of Science, etc, enhancing activities in international conferences and trainings will keep staff updated; will benefit students and improve scientific-research potential of cluster programs.

The analyses of the documentation showed that the scientific works in high-rated journals, engagement in international scientific activities is provided by only few lecturers. Others are attending conferences and trainings in Georgia. Many of the staff do not have scientific-research activities during the last 5 years and only participate in trainings, workshops. Therefore, the meaning of scientific activity should not be underestimated in HIE. The number of workshops and trainings can not be equated to real scientific work. Evidently, it (the competence of the professors) is the main component of educational process, which provides achieving learning outcomes.

Each of the program's budget provides 2000 lari for scientific-research activity. During the interviews the academic and invited staff stated that other funds of the University are also used for financing scientific research activity.

It needs to be mentioned that CVs provided by the HEI do not fully provide the information about the articles and activities given. In some cases, the CV-s did not provide links of the given scientific articles and/or the name of journal publishers.

The analyses of professional development of Academic, Scientific and Invited staff mentioned above is applicable for the following programs: Program 1: Bachelor's Educational Program in Business Administration (180 credits); Program 2: Bachelor's Educational Program in Business Administration (240 credits); Program 3: Master's Educational Program in Business Administration; Program 4: Master's Educational Program in Public Administration; Program 5: Master's Educational Program in Leadership and Management in Higher Education (English language); Program 6: Master's Educational Program in Transport Logistics.

Program 7: Doctoral Education Program in Business Administration.

Developing and supporting human resources is one of the announced priorities of Akaki Tsereteli's State University. During the visit, the group of experts reveals that the academic and invited staff of the institution is highly motivated to ensure skills and abilities on academic path, develop academic and scientific potential. With this purpose staff takes part in conferences, research projects and workshops within the country. The personnel of doctoral education program in Business Administration is constantly engaged in local and international scientific research activities. The conferences, trainings and scientific activity provide human resource compliancy with program goals and estimated outcomes.

The documentation provided by the University states that the academic, scientific and invited staff of the PhD program constantly improve their knowledge, competence and skills. They are engaged in publishing scientific research articles in high-rated journals inside and outside the country. Grant projects, public presentations and high international activity is realized by the staff implemented in the doctoral studies.

The HEI proceeds systematic evaluation and analysis of the academic and research activities within the educational programs of the cluster. The experts observed the CV-s, employment agreements, evaluation report forms and other documentation. According to internal policies, the university evaluates its employees on a regular basis. Clarifying expectations for staff members from the university, keeping a systematic eye on their activities, identifying strengths,

weaknesses, and areas in need of development, identifying potential in each person and assisting in its growth, boosting job motivation and satisfaction, and enhancing the caliber of duty performance are the main objectives of these evaluations. Information pertaining to the assessment is given individually to provide a seamless and successful evaluation process, which strengthens university corporate culture and increases overall productivity.

Evidences/Indicators

- The CV's of the academic and invited staff;
- The QA documentation;
- Interviews with staff;
- The Self-evaluation report.

General recommendations of the cluster: It is recommended to upgrade the CV's of the personnel, providing the full information about the publishers and publications links.

General suggestions of the cluster: None

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

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s): It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.

Suggestion(s): None

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s): It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.

Suggestion(s): None

Programme 3 (Master's Educational Program in Business Administration)

Recommendation(s): It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.

Suggestion(s): None

Programme 4 Master's Educational Program in Public Administration)

Recommendation(s): None

Suggestion(s): none

Programme 5: Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.

Suggestion(s): None

Programme 6: Master's Educational Program in Transport Logistics

Recommendation(s): It is recommended to increase personnel involvement in scientific-research activity in international level in high-rated, indexed journals.

Suggestion(s): None

Programme 7: Doctoral Education Program in Business Administration

Recommendation(s): None

Suggestion(s): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<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.

The evaluation of the material resources of Akaki Tsereteli State University's (ATSU) reveals, that its infrastructure is adequate to the institution's educational programs. The cluster, which encompasses a diverse range of programs, is relevantly equipped with facilities and resources aimed at achieving educational outcomes.

During the visit, the group of experts has visited the main academic buildings of ATSU, the library and reading rooms of the University, computer centers of the university and the faculty. The educational space includes teaching and lecture rooms, practical spaces, and training auditoriums. The experts observed banking, financial, SPSS program laboratories. Those were equipped with proper teaching/scientific technologies, computers, projectors and all supportive equipment. The University offers students a well-equipped Fab Lab, where students can create their products/projects for running start-ups. It provides hands-on learning and innovation. These facilities are crucial for practical learning and research, reflecting the faculty's focus on integrating modern technology into its educational programs. The University has a separate space for Bloomberg Laboratory, which allows the university to teach students about stock exchange operations in real mode and facilitate their implementation. It is a good resource for students and researchers.

The library, the reading hall, and the book storage of the University is accurately organized. They provide students with all the mandatory and supplemental literature for achieving learning outcomes. The staff of the library have a full awareness of the library electronic system and can support students adequately. The web version of the library is convenient for use and accessible for students and personnel, registered in the University. During last years the University implemented the modern AI platform, called CORTEX, which can independently organize tests and quizzes for students, based on the lecturers' learning materials. The library is equipped with a modern fire-fighting facility. The University permanently provides training for staff to upgrade and ensure awareness in using library potential. The library's website is bilingual and includes the basic information for the functioning of the library (e-catalogue, e-reservation, e-resources, interlibrary service, e-book ordering, etc).

Scientific library and reading rooms of ATSU, integrated library catalog: Unlimited access to electronic databases: Web of Science; Royal Society Publishing; Scopus; Elgar online; Cambridge University Press; Journals Royal Society; JSTOR; Duke University Press, etc.

The University has a huge Conference Hall and an impressive Assembly Hall. Both are used for meetings, graduations, celebrations, public presentations according to the needs. The experts examined the fire-fighting facilities of the University, ramps for inclusive students, free zones for students out of class activities, cafeteria.

The university has made significant investments in modernizing the infrastructure, including the installation of new projectors, replacement of old equipment, and upgrading of elevators and computer classes. Several spaces are still under renovation and reconstruction now.

The standard of teaching and research at ATSU will, however, depend on ongoing efforts to update and ensure existing infrastructure and resources. Providing the library with modern equipment (printer, xerox) will better support students in enhancing learning process. Efforts should also be addressed to the outdated computer systems, as most of the computers are old. Modernization of the learning classes will provide a better learning environment.

The material resources standards are substantially complied with by the Department of Business Administration at ATSU. The requirements of the given educational programs are generally well-matched by available facilities and resources. The interviews with administration, head of the programs, academic and invited staff reveals, that the environment is favorable for learning and is fostered by the university's continuous investments in modernizing its buildings and technology, as well as the all-encompassing assistance offered by its IT systems and library.

All the material resources mentioned above are applicable for the following programs: Program 1: Bachelor's Educational Program in Business Administration (180 credits); Program 2: Bachelor's Educational Program in Business Administration (240 credits); Program 3: Master's Educational Program in Business Administration; Program 4: Master's Educational Program in Public Administration; Program 5: Master's Educational Program in Leadership and Management in Higher Education (English language); Program 6: Master's Educational Program in Transport Logistics; Program 7: Doctoral Education Program in Business Administration.

Evidences/Indicators

- Procedure for completing and evaluating the master's thesis International electronic library databases;
- Material and technical resources of the Faculty of Business, Law and Social Sciences;
- Agreements/memorandas;
- Interviews with library staff;
- Interviews with personnel and students.

General recommendations of the cluster: None

General suggestions of the cluster:

1. To allocate resources for modernization of the learning classes.
2. To allocate resources for ensuring library equipment (printer, Xerox, scanner).
3. To allocate resources for updating computer systems.

Recommendations and Suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s): None

- **Suggestion(s):**

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s): None

Suggestion(s):

Programme 3 (Master's Educational Program in Business Administration)

Recommendation(s): None

Suggestion(s):

.

Programme 4 (Master's Educational Program in Public Administration)

Recommendation(s): None

Suggestion(s):

Programme 5: Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): None

Suggestion(s):

Programme 6: Master's Educational Program in Transport Logistics

Recommendation(s): None

Suggestion(s):

Programme 7: Doctoral Education Program in Business Administration

Recommendation(s): None

Suggestion(s):

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to the programme needs.

The budget of the programs (Program 1: Bachelor's Educational Program in Business Administration (180 credits); Program 2: Bachelor's Educational Program in Business Administration (240 credits); Program 3: Master's Educational Program in Business Administration; Program 4: Master's Educational Program in Public Administration; Program

5: Master's Educational Program in Leadership and Management in Higher Education (English language); Program 6: Master's Educational Program in Transport Logistics; Program 7: Doctoral Education Program in Business Administration) united in the cluster has the same principle of budgeting for all the programs. Thereby, the analyses given in the report is applicable for all the programs of the cluster.

The analysis of the Akaki Tsereteli State University's (ATSU) Business Administration Faculty budget reveals that the financial support allocated to the faculty encompasses various components such as: salary of academic staff, including salary of state employees, salary of persons invited by contract, salary of hourly persons invited. The budget encompasses the cost of practice, the amount to be paid by ATSU for the object of practice, scientific-research expenses (scientific trips, publications, research projects, scientific literature and other expenses). The budget allocates salary of administration and support staff, ASU scholarship, utility and budget bills, infrastructure, other expenses including events, training, materials, and supplies. This allocation, including annual adjustments to meet the evolving needs of the faculty, shows an effort to align financial resources with educational requirements. This expenditure is governed by administrative-legal acts and decisions made by the faculty administration, aiming to ensure the effective use of financial resources. However, the allocation covers abovementioned areas, and the budget in meeting the program's current needs.

These expenditures are crucial for maintaining the faculty's academic and research activities. The budget includes provisions for financial support based on the university's income and targeted state funds, including scholarships and funding for student projects. Despite these provisions, the ongoing sustainability of the programs is contingent upon the effectiveness of these financial mechanisms in addressing both current and unforeseen needs.

The budget also outlines direct and indirect costs of the programs, incomes and expenses. The income hardly covers the current expenses. It needs to be mentioned that professional development of staff, the infrastructure of the HEI, the lack of internationalization process analyzed in the report can be the result of lack of financial resources of the Business Administration Faculty of ATSU. Additionally, the budget doesn't include unexpected financial demands or inflationary pressures, and it is a point of concern.

While the budgetary framework provides current essential needs of the Business Administration Faculty, there are areas for improvement. Enhancing budget through participating in international projects, involving local and foreign handouts and funds, implementing joint programs can increase the budget and solve existing problems of the Faculty. Ensuring that the financial resources are not only sufficient but also adaptable to changing program needs is crucial for maintaining the long-term viability and success of the educational programs. Future evaluations should consider the potential impacts of financial fluctuations and the effectiveness of the allocated resources in achieving sustained program outcomes.

Evidences/Indicators

- The budget of the programs united in the cluster;
- The SER;
- The interviews with administration;
- The interviews with academic and invited staff;
- The visit to the HEI.

General recommendations of the cluster: None

General suggestions of the cluster: It is suggested to increase the budget of the programs through participating in international projects, involving local and foreign handouts and funds, implementing joint programs.

Recommendations and Suggestions according to the programmes:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Recommendation(s): None

Suggestion(s):

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Recommendation(s): None

Suggestion(s):

Programme 3 Master's Educational Program in Business Administration

Recommendation(s): None

Suggestion(s):

Programme 4 Master's Educational Program in Public Administration

Recommendation(s): None

Suggestion(s):

Programme 5: Master's Educational Program in Leadership and Management in Higher Education (English language)

Recommendation(s): None

Suggestion(s):

Programme 6: Master's Educational Program in Transport Logistics

Recommendation(s): None

Suggestion(s):

Programme 7: Doctoral Education Program in Business Administration

Recommendation(s): None

Suggestion(s):

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Program)		<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

The activities of the university's quality assurance service are based on the "Quality Assurance Concept of Akaki Tsereteli State University," which outlines the internal quality assurance processes while considering the specifics of each faculty and maintaining autonomy. The documents and regulations developed for quality assurance are

grounded in international European quality assurance standards, such as the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), as well as policy documents and local legislation within the Georgian higher education system.

The internal quality system of the university itself is based on three main policy documents: 1. Quality assurance policy of educational programs - EP-QA; 2. Research development policy - RE-QA; 3. Management efficiency improvement policy - ME-QA.

The higher education programs' quality assurance system and procedures are described in the document - "Educational Programs Quality Assurance Policy-EP-QA," according to which educational programs quality assurance is a matter of obligation and involvement for the entire university community.

The quality assurance assessment process for the educational programs presented in the cluster is led by the central quality assurance service in collaboration with the faculty quality assurance service. This service operates in accordance with the principles of the PDCA (Plan, Do, Check, Act) cycle, which involves planning, implementation, evaluation, and improvement of processes with stakeholder involvement.

The analysis of documents provided in the programs' accreditation package, along with discussions with relevant target groups, confirmed that the self-assessment group, academic staff, invited staff, administrative personnel, students, graduates, and notably employers were involved in program development and the preparation of the accreditation package. However, interviews revealed that stakeholder involvement in planning the quality assessment process and developing assessment tools and mechanisms for cluster programs is not sufficiently intensive. This is evidenced by the fact that academic staff (excluding program leaders) expressed vague knowledge or, in some cases, unfamiliarity with university-wide and program-specific learning outcome assessment mechanisms and regulations. We consider it important for the quality assurance service to enhance engagement with the academic programs' team to ensure their effective involvement in developing programs assessment and quality assurance mechanisms. This will facilitate the delegation of rights, responsibilities, and tasks during programs evaluation and improvement.

A learning outcomes assessment mechanism has been created for each program to plan the program quality assessment process and develop assessment tools, utilizing both direct and indirect methods of learning outcomes assessment. Accordingly, the accreditation package includes so-called maps (curriculum map, goals and learning outcomes map, and learning outcomes assessment plan). The programs' maps have identified inaccuracies and illogical connections between courses and learning outcomes, and given the specifics of the programs, the target benchmarks need to be reviewed and clarified. It is recommended that, with the participation of the Quality Assurance Office, the programs' maps and learning outcomes assessment plans be carefully studied. Furthermore, individual target benchmarks should be established for the programs, and training sessions or workshops should be conducted with the programs' implementation team.

It is noteworthy that the quality assurance service, along with faculty administration, continuously implements innovations within the university and its educational programs. To support this effort, training sessions are periodically conducted on modern teaching and assessment methods, research quality, academic integrity issues, and more. In line with modern challenges, it would be desirable if the Quality assurance office initiates training for university administrative and academic staff on the effective use of artificial intelligence. Additionally, it would also be desirable to include an elective course on artificial intelligence in the programs' curricula.

Evidences/Indicators

- Educational programs and syllabi;
- Cluster self-evaluation report;
- University quality assurance policy;
- Concept of university quality assurance;
- Quality assurance mechanisms;
- Learning outcomes assessment plans;
- Interview results.

General recommendations of the cluster:

- It is recommended that the quality assurance service conduct training/workshops with the academic programs' team to ensure their effective involvement in the process of developing programs assessment and quality assurance mechanisms, which will facilitate the delegation of rights, responsibilities, and tasks during programs evaluation and improvement.
- It is recommended that, with the participation of the Quality Assurance Office, the programs' maps and learning outcomes assessment plans be carefully studied. Furthermore, individual target benchmarks should be established for the programs, and training sessions or workshops should be conducted with the programs' implementation team.

General suggestions of the cluster: In line with modern challenges, it would be desirable if the Quality assurance office initiates training for university administrative and academic staff on the effective use of artificial intelligence. Additionally, it would also be desirable to include an elective course on artificial intelligence in the programs' curricula.

Recommendations and Suggestions according to the programmes (if any): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Business Administration (240 credits)				
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

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

The self-evaluation report of the programs, along with the presented evidence and results from interviews with target groups, confirms that the external quality assurance mechanisms for the programs consist of evaluations obtained from the accreditation processes conducted by the National Center for Educational Quality Enhancement and recommendations developed by external peer experts.

The accreditation package for the programs includes reports from external field experts, which review the programs' objectives and learning outcomes, as well as their curricula and syllabi. The peer assessment reports identify findings and areas for program improvement. Most recommendations have been accepted and implemented by the programs' leaders.

An external evaluation has been conducted, and the external expert has provided some valuable recommendations.

Evidences/Indicators

- Educational programs and syllabi;
- Cluster self-evaluation report;
- University quality assurance policy;
- Reports of external peer experts;
- Interview results.

General recommendations of the cluster: It is recommended, that the recommendations received through external expertise be thoroughly examined and analyzed to ensure the incorporation of significant and developmental recommendations into the educational programs

General suggestions of the cluster: None

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 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data

collection, study and analysis. Evaluation results are applied for the programme improvement.

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

To monitor and periodically evaluate educational programs, the university has established internal regulations: the "Management Efficiency Improvement Policy - ME-QA" and the "Educational Program Quality Assurance Policy - EP-QA." Based on these policies, the institution implements an accountability system through the production of annual self-assessment reports for both specific educational programs and general university services.

The submitted documents and interview results confirm that the programs monitoring and evaluation process involved direct participation from representatives of the Quality Assurance Office, program directors, external evaluators, students, alumni, and employers. The programs assessment and renewal process at the university was implemented across several areas using various assessment tools, encompassing the following activities:

- **Labor Market Research:** A labor market study was conducted for each educational program represented in the cluster to identify the demands and needs of employers and potential employers. Employers' perspectives are reflected in the educational programs. The labor market research documents indicate a shortage of practical knowledge and skills. In response, several changes were made to the programs' curricula.
- **Stakeholder Surveys:** A survey of stakeholders (students, graduates, employers, academic and invited staff) was conducted, and the results were analyzed. At Akaki Tsereteli State University (ATSU), surveys are conducted at different frequencies: every semester for students and academic staff, and once every two years for employers and graduates. The survey results are analyzed, and relevant recommendations are issued by the university and faculty quality assurance offices. The evaluations obtained through the surveys serve as a basis for the updating and development of the programs.
- **Collegial Peer Observations:** Periodic analysis of the outcomes of collegial peer observations and in-class evaluations has been ongoing since 2017. This process aims to assess the academic and invited staff involved in educational programs.
- **Collegial Peer Assessment:** Programs have been evaluated within the framework of collegial assessment by subject matter experts from partner universities. Based on the recommendations received, specific modifications were made to the programs.
- **Analysis of Academic Performance:** Students' academic performance was analyzed, serving as a crucial component for programs monitoring and evaluation of the educational process. The analysis of student academic performance is conducted each semester and annually at the university. Data is compared with previous semester indicators to identify any significant changes in academic performance trends. For the presented programs, student academic performance analysis has been conducted from 2020 through 2023. During interviews, academic staff noted that the review of academic performance results led to adjustments in the courses. For example, in the *Principles of Economics* course, changes were made to the assessment system, literature, and course instructor.

It is noteworthy that student academic performance is critically low in mathematics-related courses. While this issue has already been identified by program directors and various activities have been implemented over the years to improve mathematics instruction, it appears that these efforts are still insufficient. It would be advisable for the educational programs team to consider raising the minimum competency threshold in mathematics for the Unified National Exams and to further strengthen mathematics education at the programs level by offering supplementary educational services.

Evidences/Indicators

- Quality Assurance Policy for Educational Programs - EP-QA
- Management Efficiency Improvement Policy - ME-QA
- Mechanism for Assessing Learning Outcomes of the Programs;
- Results of Surveys;
- Analysis of Student Academic Performance;
- Labor Market Research;
- Interview Results.

General recommendations of the cluster: None

General suggestions of the cluster: It would be advisable for the educational programs team to consider raising the minimum competency threshold in mathematics for the Unified National Exams and to further strengthen mathematics education at the programs level by offering supplementary educational services.

Recommendations and Suggestions according to the programmes (if any): None

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 (Bachelor's Educational Program in Business Administration (180 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership and Management in Higher Education (English language)				
Programme 6 (Master's Educational Program in Transport Logistics)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Educational Program in Business Administration (180 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Educational Program in Business Administration (240 credits))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Master's Educational Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master's Educational Program in Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Master's Educational Program in Leadership and Management in Higher Education (English language))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Master's Educational Program in Transport Logistics)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Doctoral Education Program in Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Name of the higher education institution: LEPL - Akaki Tsereteli State University

Name of Higher Educational Programmes, Levels:

Programme 1 Bachelor's Educational Program in Business Administration (180 credits)

Programme 2 Bachelor's Educational Program in Business Administration (240 credits)

Programme 3 Master's Educational Program in Business Administration

Programme 4 Master's Educational Program in Public Administration
 Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)
 Programme 6 Master's Educational Program in Transport Logistics
 Programme 7 Doctoral Education Program in Business Administration

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 Bachelor's Educational Program in Business Administration (180 credits)	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 2 Bachelor's Educational Program in Business Administration (240 credits)	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 3 Master's Educational Program in Business Administration	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 4 Master's Educational Program in Public Administration	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 5 Master's Educational Program in Leadership and Management in Higher Education (English language)	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 6 Master's Educational Program in Transport Logistics	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 7 Doctoral Education Program in Business Administration	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements

Signatures

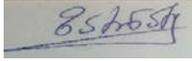
Chair of Accreditation Experts Panel



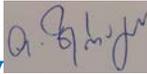
Natalie Aleksandra Gurvits-Suits

Of the member(s) of the Accreditation Experts Panel

Zarnadze, Caucasus International University



Tinatin Zeragia, Georgian American University



Ketevan Todadze, Ilia State University, Georgia



Beka Maruashvili, Jibe LLC, Georgia



Kristine Chikhladze, Ivane Javakhishvili Tbilisi State University



Soso Gazdeliani – Caucasus International University, Georgia

