



Accreditation Expert Group Report on Cluster of Higher Education Programmes

English Language Instructed Business Administration Bachelor's Programme
Strategic Communication Master's Programme

LTD International Teaching University of Management and Communication Alterbridge

Evaluation Date(s) 3.-4.10.2024

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Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LTD International Teaching University of Management and Communication Alterbridge
Identification Code of Institution	405284473
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Armand Faganel, University of Primorska, Slovenia
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlshvili, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Natia Daghelishvili, Grigol Robakidze University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Shorena Kurdadze, Caucasus International University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Aleksandre Kalandadze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Business Administration	Strategic Communication
Level of higher education	Bachelor	Master
Qualification to be awarded	Bachelor of Business Administration	Master of Public Relations
Name and code of the detailed field	0413 Business Administration	0414 Marketing and advertising
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education ¹	-	-
Language of instruction	English	Georgian
Number of ECTS credits	180	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	Accredited, 758830-01/09/2020

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 Programmes**

The following higher education programs are presented at the cluster accreditation of business administration:

- English-language undergraduate educational program of business administration (180 ECTS);
- Georgian-language master's educational program of strategic communication (120 ECTS).

The English-language undergraduate educational program of Business administration is implemented in the university from the 2022-2023 academic year. The program was accredited by the Higher Education Programs Accreditation Council decision # MES 8 21 0001220366 before the cluster deadline on November 12, 2022.

- **Overview of the Accreditation Site Visit**

The accreditation visit to Aletbridge university was carried out by the team of experts on 3rd and 4th of October and took place according to the pre-developed agenda. Interviews were conducted with Rector, Head of Administration, Dean, representatives of the Quality Assurance Office, Self-Evaluation Team, Heads of the programmes, academic and invited staff, students, alumni, and representatives of employers.

In addition to the interviews, it has been conducted the review of resources and university's infrastructure. The visit was progressing in a collegial and constructive environment.

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

- Bachelor programme complies with standards 1, 2, 3 and 4, and substantially complies with standard 5
- Master programme complies with standards 1, 2, 3 and 4, and substantially complies with standard and 5.

- **Recommendations**

General recommendations for the cluster

- The mandatory literature in syllabi should be regularly checked before each study year and updated upon necessity.
- It is recommended that the Quality Assurance department should collaborate closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

Programme 1 (Business administration, bachelor) recommendations

- Within the framework of periodic monitoring of the programmes, the quality assurance service should ensure that the evaluation rubrics of the study courses are given in detail, as well as indicate how the individual contribution of the student is evaluated in the case of a group project.
- The Quality Assurance Department with close cooperation of programme personnel should ensure that programme learning outcomes' map and evaluation reports are developed according to the methodology existing in the University.
- It is needed to update the English version regulatory documents of student evaluations on the website as well, to keep up-to-date online information for the English language programme students and other stakeholders.

Programme 2 (Strategic communication, master) recommendations

- The university should support and encourage the scientific productivity of the master's thesis supervisors, especially the promotion of research funding from external, local, and international funds. Master's thesis supervisors should also supervise students in preparing research grant proposals offered by local and international funds.
 - Comparison with similar programmes of foreign universities/benchmarking document for Master Programme in Strategic Communication should be developed in order to apply best international practices.
 - Ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.
 - Students should receive a report prepared by the evaluator after the review of their master's thesis to prepare for the MA thesis properly.
- **Suggestions for the Programme Development**

General suggestions for the cluster

- To boost student involvement in academic and research activities, it is suggested to add involvement criteria in such activities for scholarship eligibility;
- It is suggested that the institution study the current appeal mechanism implementation practice for oral examination component appeals and identify the possible deficiencies.
- It is suggested to conduct a comprehensive review of presented programmes to identify specific components where e-learning could be most effectively incorporated, take into account the credit limits prescribed for BA and MA level studies by the current legislation.

Programme 2 (Strategic communication, master) suggestions

- As the library resources lack access to modern scientific electronic journals, HEI should ensure access to the electronic database, such as Elsevier, Scopus, and ScienceDirect. This could

significantly boost research opportunities and access to current knowledge for both students and faculty.

- It is suggested to consider implementing targeted initiatives to support MA students in the grant writing and application process. This could include structured grant writing workshops and the incorporation of grant proposal development into program curricula.
- **Brief Overview of the Best Practices (if applicable)**

The university organizes and participates in cultural exchange programmes and student festivals, fostering intercultural understanding and global citizenship among its student body. The university provides integration services for both domestic and international students within the internal university space. This approach ensures that all students, regardless of their origin, feel welcome and are able to navigate the university environment effectively.

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

- **General recommendations for the cluster:**

Recommendation 1: It is needed to conduct a comprehensive review of presented programs to identify specific components where e-learning could be most effectively incorporated, take into account the credit limits prescribed for BA and MA level studies by the current legislation.

HEI answer: At the time of submitting accreditation documents for the programs in the Business Administration cluster in May 2024, legislation did not regulate the list of programs or the maximum number of credits for which e-learning would be allowed. Order N142/n, "On Approval of the Detailed List of Fields of Study and the Maximum Number of Credits for Higher Education Programs Where E-Learning is Allowed," was adopted on August 30, 2024. Currently, the presented educational programs do not include e-learning. As a result, this method could not be reflected in teaching methodologies. In the future, e-learning will be considered for programs, courses, and specific components that can be implemented electronically. We believe this recommendation should be framed as advice.

Answer from the panel of experts: The panel of experts **has changed the status of this recommendation to suggestion.**

Recommendation 2: The mandatory literature in syllabi should be regularly checked before each study year and updated upon necessity.

HEI answer: In the three syllabi mentioned in the experts' conclusion, the primary literature has been updated. This recommendation **has been accepted** and implemented.

Recommendation 3: It is recommended to refine the current examination appeal mechanism to ensure the appeal of the oral examination components, especially in the context of BA and MA thesis results.

HEI answer: The mechanisms for appealing examination results, bachelor's theses, and master's theses are detailed in the university's internal regulatory documents: "Examination Process Administration Rule" (Article 4: Appeal of Examination Results) 2 "Bachelor's Thesis Implementation Rule" (Article 6: Appeal) "Master's Regulation" (Article 15). These documents are available on the university's website. During orientation sessions with first-year students, the university administration provides

detailed information about the appeal process. We believe that the appeal mechanisms are well established and regulated at both levels of higher academic education. It is desirable for this recommendation to be revised and presented as advice.

Answer from the panel of experts: The experts meticulously examined the documentation presented by the institution, additionally verifying the efficacy of the assessment results appeal mechanism on site interviews. Subsequently, upon comprehensive cross-referencing of all circumstances, we formulated specific findings that are delineated within the narrative of 2.4. standard component. However, the aforementioned recommendation was modified in such a manner as to render more transparent the potential impediments inherent in implementing the assessment results appeal process. Moreover, the expert group determined **to preserve this recommendation in the form of suggestion.**

Recommendation 4: It is recommended that the Quality Assurance department should collaborate closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

HEI answer: Alterbridge attaches great importance to the professional development of its staff, and academic/administrative/visiting staff are involved in training in all directions with funding from the university. Under the umbrella of Alterbridge, there are two training centers: the "Center for Innovative Education" and the "Alterbridge Training Center." Through the initiative of the Center for Innovative Education, intensive staff training is conducted in areas such as quality culture, accreditation/authorization standards, and research development. The Human Resources Department has developed a professional development plan, which is outlined over 12 months and based on the needs of the staff. The Quality Assurance Department works intensively with academic, administrative, and invited personnel and involves all relevant structural units in the implementation of internal quality assurance mechanisms. It would be preferable for this recommendation to be presented as advice.

Answer from the experts' panel: Unfortunately, the experts' panel has to keep this recommendation. The reasoning behind the developed recommendation is clearly explained in the narrative part of the standard.

Programme recommendations:

Programme 1 (Business administration, bachelor)

Recommendation 5: Within the framework of periodic monitoring of the programmes, the quality assurance service should ensure that the evaluation rubrics of the study courses are given in detail, as well as indicate how the individual contribution of the student is evaluated in the case of a group project.

HEI answer: In teaching courses, assessment rubrics describe in detail the individual approach to group projects. In the syllabus of the "Project Management" teaching course, there was a technical issue in the assessment part, which has been corrected at this stage. **The recommendation is accepted and considered.**

Recommendation 6: The Quality Assurance Department with close cooperation of programme personnel should ensure that programme learning outcomes' map and evaluation reports are developed according to the methodology existing in the University.

HEI answer: In the institution, there is a document "mechanism for evaluation of learning results". In accordance with the mentioned document, the mechanisms of formation and measurement of learning results are implemented in all educational programs operating in the university. All programs are accompanied by assessment maps of learning outcomes, which are derived from the learning outcomes of the educational program, teaching courses and components. In addition, the staff has undergone training: "validity of learning outcomes" and it is in the format of the training, namely, in the "learning-by-doing" mode, that learning outcomes are formed. We believe that this part is correct, as the experts also pointed out during the visit. **Accordingly, the institution does not agree with the given recommendation.**

Answer from the experts' panel: Unfortunately, the panel of experts has to keep this recommendation. The reasoning behind the developed recommendation is explained in the narrative part of the standard.

Recommendation 7: It is needed to update the English version regulatory documents of student evaluations on the website as well, to keep up-to-date online information for the English language programme students and other stakeholders.

HEI answer: **The recommendation is shared by the university.** The English version of the regulatory documents is being updated on the website.

Programme 2 (Strategic communication, master)

Recommendation 8: The university should support and encourage the scientific productivity of the master's thesis supervisors, especially the promotion of research funding from external, local, and international funds. Master's thesis supervisors should also supervise students in preparing research grant proposals offered by local and international fund.

HEI answer: We would like to inform you that Alterbridge has developed a research activity strategy, one of the important parts of which is the involvement of academic staff in research grant projects. HEI constantly implements measures supporting research activities - provides academic staff and students with information about grant competitions announced by local and 4 students in preparing research grant proposals offered by local and international fund. international funds; conducts consultations and helps in finding desired scientific grants; In order to inform academic staff and students and increase their involvement in research projects, the educational university provides training services in the direction of preparation of grant projects. In addition, in November 2024, the heads of the higher academic programs of Alterbridge and the representatives of the research center are participating in the training "Altmetrics in Science" organized by "Association for Science". Within the framework of the course, participants will increase their knowledge to publish scientific work in local and international journals with an impact factor. In the current period, under the initiative of Alterbridge's partner organization "Georgia's Center for Strategic Development", a joint research project was planned to be implemented on the topic - "The role of strategic communications in strengthening public resistance to disinformation". The results of the research conducted within the framework of the mentioned project will be presented at the annual symposium planned for 2025 in

Alterbridge. Within the framework of the same project, an article will be prepared for publication in an international journal. At the same time, students of the graduate course of the master's program will get to know practical experience in the direction of finding research/grant funds within the framework of the "research methods" training course. In October 2024, Alterbridge won a grant funded by the US Embassy for the project - "Teacher as a Bridge to a Better Future". Within the framework of the project, the university staff is conducting a needs study in school education to prepare a guide for teachers. We **believe that the mentioned recommendation should be presented in the form of advice.**

Answer from the experts' panel: Unfortunately, while taking into account the University's argumentative statement and the best interests of the provided programme, the panel of experts has to keep this recommendation.

Recommendation 9: Comparison with similar programmes of foreign universities/benchmarking document for Master Programme in Strategic Communication should be developed in order to apply best international practices.

HEI answer: The recommendation is accepted and considered.

Recommendation 10: Ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

HEI answer: The recommendation is accepted and considered.

Recommendation 11: Students should receive a report prepared by the evaluator after the review of their master's thesis to prepare for the MA thesis properly.

HEI answer: The recommendation is accepted and considered.

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

There has been some progress in the reaccreditation period, certain modifications were made to the English-language bachelor programme in Business Administration:

- ✓ The learning outcomes map of the programme has been corrected, where the mandatory teaching courses of the programme are logically included, taking into account the content, goals and learning outcomes of the course, in the part of introducing, deepening and strengthening the learning outcomes of the programme;
- ✓ Taking into account the "mechanism of evaluation of learning results" of the programme operating in the institution, the target indicators of the programme are specified;
- ✓ learning outcomes of some teaching courses of the adjusted programme, course status, which helps to achieve the learning outcomes of the programme;
- ✓ The mandatory literature of some study courses was updated, the publication years of the used literature were adjusted;
- ✓ The syllabus of the English-language and Georgian-language teaching courses of the

- programme came into conformity with each other;
- ✓ Duplications of issues to be studied in some similar teaching courses have been corrected;
 - ✓ The educational programme came in line with the sectoral characteristics of business administration. Accordingly, a change report document was prepared, which accompanies the accreditation package as a document: "Change report" (folder 2).
 - ✓ In accordance with the current legislation, the volume of the educational programme was modified to 240 credits - 180 credits.
 - ✓ The learning outcomes of the educational programme have been adjusted.
 - ✓ The amount of teaching courses, credits were adjusted.
 - ✓ The bachelor's thesis was transferred to the part of the elective courses of the main field of study.
 - ✓ The university has established relationships with foreign universities that have educational programs focused on public relations, hence creating a space for experience sharing. The students of Alterbridge now indeed are provided with real opportunities for international mobility, which was evident during the site visit and confirmed by provided documentation.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation²
2. Cluster evaluation³

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

² **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

³ **Assessment approaches:** In case of necessity, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

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.

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

Within the cluster, Alterbridge University offers two programmes, a bachelor's degree in Business Administration in English and a master's degree in Strategic Communication in Georgian. The goals of the programs are developed according to the university document: "Methodology of planning, development, implementation and development of the educational programme".

Objectives of the evaluated university's programmes gathered in the cluster "Business administration" are consistent with the university's mission, goals and strategies. Programme objectives are provided to develop businesses, which is a high-priority field of region's and country's economics. The objectives of reviewed BA and MA programmes united in the cluster are given and agreed upon by programme working group and stakeholders. Objectives are clearly given, achievable, and are in full compliance with the description of the fields determined by the national qualification framework (0413 Management and administration, and 0414 Marketing and advertising) and sector benchmarks. The enclosed documents and site visit confirm these findings.

Description and Analysis - Programme 1 (Business administration, bachelor)

The goals of the bachelor Business administration programme, offered in English language, are to cultivate a critical thinker, aligned with market demands. Graduates will possess broad knowledge in the field, develop entrepreneurial skills, contribute to the improvement of business processes within organizations, and effectively utilize information and communication technologies to analyze and interpret data. The programme is designed to equip graduates with the knowledge and skills needed to be competitive in both local and international labor markets.

Description and Analysis - Programme 2 (Strategic communication, master)

The purpose of the Master's programme in Strategic Communication aligns closely with university's mission, strategic goals, industry trends, and the qualification requirements for a Master of Public Relations. The programme aims to teach students reputation management, negotiation strategies, and brand management, while fostering the ability to critically evaluate outcomes achieved through strategic communication and effectively engage with target audiences. The programme's objectives are to equip graduates with the knowledge and skills to: apply modern approaches in reputation management, interpersonal communication, negotiation strategies, and brand management; critically analyze and evaluate strategic communication; plan and conduct research; and develop strategies for engaging target audiences.

Evidences/Indicators

- English-language undergraduate educational programme of Business administration;
- Syllabuses of teaching courses;
- Alterbridge mission;
- Objectives of the programme;
- Strategic development plan of the university;
- Labour market analysis document.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

While developing the learning outcomes for the university's programmes within the Business administration cluster, several key strategic documents were considered. These include the generalized learning outcomes for the relevant qualification levels from the National Qualifications Framework (knowledge and understanding, skills, responsibility, and autonomy) and the descriptors from the accreditation sub-standards for higher education programmes. The evaluation criteria for learning outcomes, the sectoral characteristics of business administration education, and the university's "Methodology for the Formation and Evaluation of Learning Outcomes" were also taken into account. The learning outcomes of the programmes are defined, measurable, realistic, achievable, and aligned with the programmes' goals. Their logical connection is demonstrated through the programme goals and learning outcomes mapping.

Description and Analysis - Programme 1 (Business administration, bachelor)

The learning outcomes of the Business administration programme align with its goals. These outcomes are measurable, realistic, achievable, and consistent with the sixth qualification level and the academic degree awarded. The learning outcomes are also relevant to current challenges in the field of business administration, enabling students to pursue further education at the next level. They reflect the specific requirements of the field and the demands of the labor market, while adhering to the field characteristics of business administration. The learning outcomes ensure the transfer of relevant knowledge and the development of skills aligned with the qualification level. These include

competencies in business policy and strategy, entrepreneurship and innovation, operations, human resources, business environment, markets and economy, finance, communication, marketing, ethics, responsibility, and sustainable development, all using modern approaches, methods, and technologies. By interviewing, it becomes clear that the learning outcomes of the programme are drawn up well and attainable. The determination of the learning outcomes was a collaborative process involving the Head of the programme, representatives of quality assurance service, programme staff, students and employers.

Description and Analysis - Programme 2 (Strategic communication, master)

The learning outcomes of the master's programme in Strategic communication align with the program's objectives and fully meet the qualification requirements in terms of knowledge, skills, and responsibility/autonomy. These outcomes are measurable, achievable, and appropriate for the qualification level and academic degree awarded. Upon completing the programme, graduates will be able to: describe the role of psychological factors in interpersonal communication; explain the influence of public opinion on strategic decisions; define objectives for social media marketing and communication campaigns; develop appropriate negotiation tactics; create strategies for timely crisis response; strategically select and use specific communication channels for the effective dissemination of information and to gather feedback in a dynamic environment; and evaluate the outcomes of communication campaigns based on well-reasoned conclusions during both the planning and execution stages. Interviews with academic staff revealed that they have a good understanding of learning outcomes and aligning these outcomes with the program outcomes of its courses. Students and graduates have proven that they are acquainted with the goals and outcomes of their programme and always have feedback on how they achieved these results.

Evidences/Indicators

- English-language undergraduate educational programme of business administration;
- Strategic Communication Master's Educational Programme;
- Curriculum map;
- Labor market and employer requirements analysis document;
- Syllabus of teaching courses;
- Learning outcomes of the programme;
- Objectives of the programme;
- Mechanism of evaluation of learning results of educational programmes;
- Map of programme goals and learning outcomes;
- Learning outcomes assessment maps;
- Website of the university;
- Protocols reflecting the work of working groups;
- Interviews with students, academic staff, programmes heads.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

A mechanism for evaluating the learning outcomes of the programme has been developed in university, which is used also in the case of given programmes. The publicly available document, "Mechanism for Evaluating Learning Outcomes of the Programme," outlines the indicators for evaluating the implementation of educational programmes, the rules for this evaluation, and the methods and tools for assessing learning outcomes. It also details target benchmarks and the stages of learning outcomes evaluation. Both academic and guest staff are familiar with this document and receive regular training on accreditation and authorization standards, ESG-2015, the National Qualifications Framework, and tools for assessing learning outcomes, helping them to develop skills in measuring and analyzing these outcomes effectively. Main objective of programmes' learning outcome assessment is to use assessment results for improving the programmes. On the basis of learning outcome assessment analysis self-evaluation group of the study programmes together with programme staff discusses if students succeeded in reaching the learning outcomes. Experts confirm that the process for assessing the programme's learning outcomes involves defining, collecting, and analyzing the data required to effectively measure those outcomes.

Description and Analysis - Programme 1 (Business administration, bachelor)

The assessment of learning outcomes is conducted by a dedicated working group established for this purpose. The analysis of programme objectives and learning outcome assessments is used to enhance and improve the programme. To evaluate the learning outcomes of the undergraduate programme, programme leaders and implementers developed maps that link programme goals, learning outcomes, and the curriculum, and created a comprehensive plan for evaluating learning outcomes. The assessment process involved both a group of employers and the partner educational institution, Adizes Graduate School.

Description and Analysis - Programme 2 (Strategic communication, master)

The learning outcomes of the educational component of the programme are evaluated consistently and transparently, with a periodicity suited to the field's specific needs. The evaluation system and schedule are aligned with the qualification requirements for public relations and the master's level, utilizing appropriate forms and methods (both direct and indirect) to assess students' achievement of the programme's learning outcomes. The criteria for evaluating the learning outcomes were developed with input from partner organizations, employer association members, PR associations, and both local and international experts. The programme has established target benchmarks for each learning outcome, and regular monitoring allows for comparison with these benchmarks. The analysis of programme goals and learning outcome assessments serve as a foundation for continuous programme improvement. To support this evaluation, maps linking programme goals, learning outcomes, and curriculum, along with a detailed evaluation plan, were developed. The assessment procedures for learning outcomes have been reviewed by a panel of employers and experts.

Evidences/Indicators

- English-language undergraduate educational programme of business administration;
- Syllabus of teaching courses;
- Learning outcomes of the programme;
- Objectives of the programme;
- Mechanism of evaluation of learning results of educational programmes;
- Map of programme goals and learning outcomes;
- Maps for evaluation of learning outcomes;
- Labor market analysis document;
- Website of the university;
- Protocols reflecting the work of working groups;
- Learning outcomes assessment mechanism;
- Educational programme learning outcomes assessment plan;
- Curriculum map;
- Target marks;
- Strategic Communication Master's Educational Programme;
- Interviews with teaching staff, programmes' heads.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

A comprehensive methodology for planning, designing and developing programmes has been used in the case of the presented programmes cluster. Experts assure that the programme cluster is developed in accordance with the Georgian law and accordingly to the European credit transfer system. It has been established that the methods, amount of credits, assessment components and criteria used in each component of the programmes are consistent with the content and learning outcomes of each training course. The structure of the educational programmes enables students to earn an average of 60 credits per year. Depending on their individual curriculum, the number of credits may vary, but cannot exceed 75 credits per year. The sequence of components included in the programmes ensures a logical connection of the learning outcomes and the development towards their deepening and strengthening.

Description and Analysis - Programme 1 (Business administration, bachelor)

A graduate of the English-language Bachelor of Business Administration program is awarded a Bachelor of Business Administration degree upon accumulating 180 credits, which are distributed as follows: compulsory courses in the main field of study: 128 ECTS; free component (mandatory), aimed at developing general and transferable skills 8 ECTS + 12 ECTS in free credits; 32 ECTS of elective courses. This programme includes a practical component (8 ECTS), and the bachelor's thesis is part of the elective courses in the main field of study (8 ECTS). Additionally, students can choose elective courses within the main field of study for up to 32 credits, and for the free credits, they may select English-taught courses (12 credits) from the university's other bachelor's programmes. All programme

information is publicly accessible. The qualification awarded is aligned with the programme's content and learning outcomes.

Description and Analysis - Programme 2 (Strategic communication, master)

The constituent components of the masters programme “Strategic communication” are arranged in a consistent and logical manner. The 120 credits of the master’s programme are structured as follows: mandatory courses/components in the main field of study 58 ECTS; compulsory research component 42 ECTS; elective courses in the main field of study 15 ECTS; free component 5 ECTS. A key feature of the programme is the emphasis on practical experience, which includes practice integrated into individual courses and a 10 ECTS internship at a facility chosen by the student. The programme culminates with the completion of a 30 ECTS master's thesis, which is a requirement for earning the master of Strategic communication qualification. All programme information is publicly accessible. The qualification awarded is aligned with the programme's content and learning outcomes.

Evidences/Indicators

- Methodology of planning, development and development of educational programmes;
- English-language undergraduate educational programme of business administration and syllabus of the teaching courses included in it;
- Evidence of the participation of interested persons involved in the development of the programme;
- Strategic Communication Master's Educational Programme;
- Syllabus of study courses of the programme;
- Curriculum map;
- Conclusion of external experts;
- Website;
- Interviews with programmes’ heads, staff.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

In developing the cluster's educational programmes and the learning outcomes for each course, the programme's working group, along with the staff, followed the guidelines of the national qualifications framework, competency descriptions, and sectoral characteristics of higher education. The learning outcomes of the courses align with the corresponding higher education level, and the outcomes of each programme's compulsory component are integrated into the overall programme outcomes and match the content.

Curriculum maps have been created for each programme, demonstrating the connection between courses and programme learning outcomes. The credit volume and corresponding hours for each course are determined based on the course content and learning outcomes. The syllabi clearly outline

the hours for contact and independent work, with an appropriate balance reflecting the course's nature. In the absence of up-to-date literature in Georgian language lecturers proposed English literature, while the lecturer also compiles and creates reading materials in the Georgian language.

The learning outcomes of the courses offered within the cluster align with the overall programme learning outcomes, ensuring that graduates are equipped with the necessary knowledge and competencies. These outcomes focus on practical skills and prepare students for both professional activities and further study at the next level of higher education.

Description and Analysis - Programme 1 (Business administration, bachelor)

The programme's learning outcomes of the courses correspond to the learning outcomes of the programme, for mandatory and optional study courses, the same is true for elective courses and the bachelor thesis. Both the content and amount of credits of each course correspond to the specific course content and learning outcomes. The proportion between contact and independent learning hours is suitable and corresponds to the specifics of the study course.

Literature in syllabi is to a great extent up-to-date and relevant, but the physical textbooks in the library are very rare. University supports the use of e-books and online materials, but the interviewed students stated they do not need to study textbooks in order to pass the exams - the provided materials from teachers are sufficient. Mandatory literature prescribed in the courses syllabi Information technology, Information Technology Service Management, and Basics of Public Relations is obsolete. New technologies and fast changes in the business environment demand updated literature. The amount of mandatory literature (21) in the course Basics of leadership is excessive. It is not clear which literature is proposed as additional literature at the course Advertising and social media, as the descriptions are not complete (Chuck Hemann & Ken Burbary 2018 Pearson Education, Inc – Ryan Deiss & Russ Henneberry 2017 John Wiley & Sons, Inc). There is no consistent way (style) of recording resources in the curricula of the programmes. In some places the Chicago style citation is used, in others APA or just a link to the website, just the authors' names and publisher, etc.

Description and Analysis - Programme 2 (Strategic communication, master)

The contents of the programmes' courses enable mastery of planned learning outcomes of the courses. The number of ECTS per course is appropriate and comparable to related educational programmes in Georgia and elsewhere. According to the experts' assessment, the content and the learning outcomes of the courses of the main field of study ensure the learning outcomes of the programme are achievable. Even the prescribed study materials mostly ensure the achievement of the learning outcomes of the programme.

Mandatory literature prescribed in some of the course syllabi which were presented to the experts (Strategic Management, Marketing Communication Strategy, and Strategic Management of Digital Technologies) is outdated.

Evidences/Indicators

- Textbooks and digital fund of the library;
- Regulation of the educational process;
- Curriculums of educational programs;
- Syllabuses of educational programmes;
- Curriculum maps of educational programmes;
- Results of evaluation of study course/subject learning outcomes.

General recommendations of the cluster:

The mandatory literature in syllabi should be regularly checked before each study year and updated upon necessity.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Strategic communication, master)



x



Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Georgian citizens with a full general education certificate can enroll in the English-language undergraduate business administration programme. Enrolment is contingent upon achieving at least 60 points in the English language of the unified national exams. Foreign citizens can be admitted to the university without unified national exams, following the rules established by Georgian legislation. Possessing the B2 level is a prerequisite for studying in the programme. After obtaining the status of a student, a person is obliged to submit to the teaching university a document confirming their complete general or equivalent education, and a person subject to military registration following the law, a document confirming their presence in the military registration.

After completing one academic year of study, students can enroll in the English-language bachelor's degree programme in business administration. Mobility is possible twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures approved by the Act of the Director of the National Center For Educational Quality Enhancement and the rules established by the university. Enrollment in the English-language undergraduate business

administration programme from a foreign higher educational institution is allowed with the consent of the Ministry of Education and Science of Georgia.

Description and Analysis - Programme 1 (Business administration, bachelor)

Georgian citizens with a full general education certificate can enroll in the English-language undergraduate business administration programme. Enrolment is contingent upon achieving at least 60 points in the English language of the unified national exams. Foreign citizens can be admitted to the university without unified national exams, following the rules established by Georgian legislation. Possessing the B2 level is a prerequisite for studying in the programme. After obtaining the status of a student, a person is obliged to submit to the teaching university a document confirming their complete general or equivalent education, and a person subject to military registration following the law, a document confirming their presence in the military registration.

After completing one academic year of study, students can enroll in the English-language bachelor's degree programme in business administration. Mobility is possible twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures approved by the Act of the Director of the National Center for the Development of the Quality of Education of the State Educational Institution and the rules established by the educational university. Enrollment in the English-language undergraduate business administration programme from a foreign higher educational institution is allowed with the consent of the Ministry of Education and Science of Georgia.

Description and Analysis - Programme 2 (Strategic communication, master)

The requirements and procedures for admission to the strategic communication master's programme comply with current legislation, are outlined in the educational process regulation, and are accessible on the website. Georgian citizens with a full general education certificate can enroll in the Master's programme in Strategic Communication based on their results from the unified national exams. As per Georgian legislation, foreign citizens can also be admitted to the university without taking unified national exams. Once a person is granted student status, they must submit a document verifying their completed general education or an equivalent qualification to the university. Individuals required to register for military service must provide a document confirming their military registration. After completing one academic year of study, students can enroll on a mobility basis in the strategic communication master's educational programme. Mobility is allowed twice a year, according to the deadlines set by the Ministry of Education and Science of Georgia. This process must follow the mandatory procedures approved by the Act of the Director of the National Center for the Development of Education Quality and the rules established by the university. Enrollment in the master's programme for strategic communication at a higher educational institution abroad is conducted based on the approval of the Ministry of Education and Science of Georgia.

Evidences/Indicators

- Site visit.
- English-language undergraduate educational programme of business administration;
- Strategic Communication Master's Educational Programme;
- Educational programme catalog;
- Regulation of the educational process;
- The rule of determining language competence;
- Altebridge website;
- Methodology of student contingent planning;
- Self evaluation report.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	□	□	□

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

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

Cluster and individual evaluation

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

The programmes presented in the Business Administration cluster consider the development of practical, research, and/or transferable skills. Educational programmes offer a practice component, practical teaching courses and practice embedded in teaching courses, bachelor's/master's thesis for developing research skills, and free component teaching courses for developing transferable skills. The university provides student scientific conferences to promote scientific research skills.

Description and Analysis - Programme 1 (Business administration, bachelor)

The English-language Bachelor's degree in Business Administration provides practical, research, and/or transferable skills development. The educational programme offers a practice component, practical teaching courses, and practice embedded in teaching courses to develop practical skills; mandatory teaching courses of the free component ensure the development of transferable skills.

Practice is a component of the bachelor's programme, the volume of which is determined by eight credits. The practice component aims to put theoretical knowledge into practice and develop relevant practical skills.

Students will undergo practice in organizations operating in Georgia with which the university has signed a cooperation agreement or officially confirms the readiness to undergo practice for a specific student. The content and details of the practical component are determined by the respective syllabus drawn up within each programme. Within the practice, the student is guided by a mentor assigned by the practice facility and a practice supervisor appointed by the university. After its completion, the student must submit a practice report and defend it publicly.

The bachelor's thesis is a small amount of research performed individually by the student, in which the student's level of knowledge and research skills should be demonstrated following the academic and programme requirements. Its purpose is to systematize the theoretical and practical knowledge obtained in the business specialty and to provide a substantiated solution to specific scientific, technical, economic, or professional tasks. Eight credits are intended for the preparation and defense of the thesis.

Bachelor's programmes provide a free component, which includes compulsory and optional study courses within the framework of compulsory courses, to develop transferable skills.

Within the framework of the optional courses of the free component, students can choose, based on their interests, both the optional courses of the current programme and the courses of adjacent educational programmes, respecting the prerequisites and the level of education.

Description and Analysis - Programme 2 (Strategic communication, master)

The strategic communication master's education programme ensures the development of students' practical and transferable skills by integrating them into the study courses following the learning outcomes and level. This is backed by the academic integrity policy, master's thesis defense instructions, and practice regulations.

The programme's teaching course of professional practice (10 credits) is planned following the programme's learning outcomes.

Integrating practical learning into compulsory or elective courses in the major field of study demonstrates the educational programme's ability to develop students' practical and transferable skills.

According to the SER students are involved in some research and practical activities – “Based on the vision of the educational university, students are actively involved in ongoing research-cognitive and practical activities with periodic intensity, which includes participation in the planning and organization of student/scientific conferences, applied research, forums, discussions, master classes, open-door days, meetings with applicants and student attraction campaigns” (p 36 of SER). However, the described activities don't fully reflect the nature of the research that is suitable for master's level students. The educational university lacks institutional and individual scientific research projects funded by local or international foundations with a research team staffed by university-affiliated personnel. More efforts to implement research projects and obtain funding will ensure the continuing professional development of affiliated staff and research supervisors and the students' engagement in research appropriate to their educational level. Students' encouragement and supervision in research or practical grant writing will also help them gain relevant leadership skills and ensure their engagement in research or practical projects.

Evidences/Indicators

- Site visit.
- English-language undergraduate educational programme of business administration and syllabi;
- Strategic Communication Master's Educational Programme and syllabi;
- Memoranda/agreements with employers and practice facilities;
- Instructions for preparation and defense of master's thesis;
- The rule of plagiarism prevention, detection and response;
- The manner of carrying out professional practice;

- Provision of practice;
- Self evaluation report.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): The university should support and encourage the scientific productivity of the master's thesis supervisors, especially the promotion of research funding from external, local, and international funds. Master's thesis supervisors should also supervise students in preparing research grant proposals offered by local and international funds

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	<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

Teaching methods used in the cluster are appropriate and align with the level of academic higher education as per programme. Students confirmed that professors use innovative and diverse teaching methods which correspond to the individual subject content. Professors confirmed they are regularly updating their knowledge about methods which lead to the achievement of learning outcomes.

Description and Analysis - Programme 1 (Business administration, bachelor)

The teaching methods used in the English-language undergraduate business administration programme align with the first level of academic higher education, ensuring the course content meets the learning outcomes and facilitates their achievement. Teaching and learning methods are flexible and consider students' individual needs. Various Methods have been developed for achieving the learning outcomes, such as Explanation Method, Demonstration Method, Discussion/Debate, Presentation, Role and situational Play, Case study, Collaborative work, Experience-based learning, etc. If necessary, lecturers inclusively determine the methods necessary to achieve the learning outcomes provided by the syllabus, taking into account the individual needs and cultural differences of the students.

Description and Analysis - Programme 2 (Strategic communication, master)

The teaching methods in the strategic communication master's programme align with second-level higher education and ensure the achievement of course content and learning outcomes. Various forms and methods have been developed for achieving teaching and learning results, such as learning by doing, Explanatory method, Discussion/participation in debates, Brainstorming, Demonstration method, case analysis (Case study), Problem-Based Learning (PBL), Role-playing and situational games; Project development and presentation, etc. Assessment forms consist of a mid-term evaluation, which includes weekly activities and a mid-term exam, as well as a final exam. Together, these components make up the overall final assessment. The assessment includes the following components: oral and written exams, oral and written surveys, and practical or theoretical work.

Evidences/Indicators

- Site visit.
- English-language undergraduate educational programme of business administration and syllabi;
- Strategic Communication Master's Educational Programme and syllabi;
- Self evaluation report.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

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 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	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

The university has implemented a multi-component system for students learning evaluation, which is based on the "Rules for Calculating Credits for Higher Education Programmes" approved by Order N3 of the Minister of Education and Science of Georgia, dated January 5, 2007. This alignment with national guidelines demonstrates a commitment to standardization and compliance with existing legislation in the field of higher education.

The evaluation system is further governed by the university's "Regulation of the educational process" and other internal regulations. These rules are applied uniformly to all students, which suggests a commitment to fairness and consistency in the evaluation process.

The student shall receive a credit only after achieving the learning results established by the Syllabus. It is prohibited to grant credit only by using one form of evaluation (midterm or final evaluation), except for master's thesis. Evaluation includes Midterm evaluation (midterm exam / exams and/or ongoing semester evaluation) and final evaluation. Maximum evaluation of the course is equal to 100 points. The specific share of the final exam is determined by the academic freedom of the personnel delivering each educational course, between 30%-50 % + 1 score point of overall evaluation. The grading system allows five positive and two negative evaluations, in alignment with the Order N3 of the Minister of Education and Science of Georgia. In order to have the right to take final assessment, the student has to pass the minimal competence level set for the midterm evaluation for that semester that is determined by the course teacher. The student has the right to pass the make-up exam of the final exam if the student gets 41-50 points of maximum evaluation, which means that the student is allowed to pass an additional exam with independent work.

The same rule applies if the sum of the midterm and final evaluations is at least 51 points, but the student cannot overcome the minimum competency limit in the final exam. In case of getting Fx in the educational programme component the University is obliged to appoint a make-up exam not less than 5 days after the announcement of the final exam results. This obligation does not apply to master's project/work. Master's project/work shall be assessed in the same or subsequent semester when the student has completed the work. Master's project / work shall be assessed at once (final assessment) when it is defended. Assessment components and criteria are determined by the appropriate syllabus. As for Bachelor's thesis, it is evaluated in two stages: midterm and final evaluation.

The maximum grade of midterm evaluation of the bachelor's thesis is 60 points and the maximum grade of final evaluation of the bachelor's thesis is 40 points. If the student's evaluation is (FX), the student is entitled to go to public defense within the same semester, but not earlier than 5 calendar days after announcing the results of the first defense. The practical component is evaluated by a 100-point system. The mentor evaluates the student within 60 points at a pre-selected practice establishment. The student is obliged to make the performance about performed activity (final assessment) before the Commission, that is evaluated by 40 points.

The specific share of midterm and final assessments and the minimum competence limit are defined in respected programmes syllabi and instruction documents, such as "Regulation of the educational process", "Instructions for completing a bachelor's thesis", "Instructions for completing a Masters

thesis”, “Statute of Practice”, etc. All documents are available on the website. However, some documents related to the implementation of the educational process need to be updated to keep up-to-date information for the English language programme students.

Furthermore, course lecturers are obligated to introduce students to the peculiarities of assessment in the very first week of studies. This practice ensures that students are informed about the evaluation methods and criteria from the outset of their courses.

The components of the educational programme are study component and research/scientific research component. Study component is part of the educational programme which is represented by course, module, internship, practical project, Bachelor’s project/thesis or by any other component. Research component is part of the Master’s programme which is represented by the Master's project/thesis. Teaching forms are: lecture, seminar, group work, practical training, laboratory work, etc. Forms of evaluation may consist of the following evaluation methods: test, essay, demonstration, presentation, discussion, performing practical/theoretical work, work in the working group, participation in debates, etc. Evaluation methods shall be measured with evaluation criteria - the unit of measurement used to evaluate the level of gained learning outcomes. The evaluation component, method and criteria must be adequate with the learning outcomes that shall be achieved and is determined by the educational programme.

For successful implementation of the learning process, the university has introduced Electronic learning process management system - ini.ge. The electronic portal is an interconnecting electronic system of teacher, student and administration. The student is obliged to regularly check the information, materials, assignments, grades, etc. that are uploaded on the electronic learning process management system.

The university has implemented a comprehensive system of student evaluation and feedback, integrating it seamlessly into the educational experience. This approach emphasizes the importance of continuous assessment throughout the learning journey, rather than relying solely on final examinations or grades. Course teacher play a crucial role in this process, offering personalized feedback to students both during class sessions and in one-on-one consultations. This individualized attention allows for targeted guidance on academic performance and progress towards learning objectives. When needed, instructors provide specific recommendations for improvement, ensuring that students have the support they need to succeed.

Following the entry of grades into the information system, students are entitled to a period of three days within which they may review their examination work with the instructor and receive feedback. In the event that a student disagrees with the outcome of this feedback, they have a five-day window to submit a written appeal to the Dean. Upon receipt of such an appeal, the Dean, in consultation with the Programme Supervisor, establishes a committee. This committee comprises a subject matter expert in the relevant field, the corresponding Programme Supervisor, the Dean and a representative from the Quality Management Service. The committee is tasked with facilitating a re-evaluation of the examination work.

The outcome of this reassessment is considered final and binding. Even though the appealing of students' assessment results is ensured, during the interview sessions it was evident that the university has a room for improvement when it comes to the appeal mechanism, especially in the light of BA and MA thesis defense results. The university stated that they re-assess the oral examination component of theses defenses based on the provided information in the Commission's Minutes of the Meeting (where the students oral speech is being "recorded" in a written form). However, there was no evidence for that, even after requesting and examining the Commission's Minutes of the Meeting. Upon thorough review of the institution's response, additionally requested documentation and subsequent comprehensive analysis, we have identified potential deficiencies in two areas: a possible lack of awareness regarding the examination's oral component appeal mechanism or/and potential practical challenges in implementing the existing procedural framework. Consequently, even though the assessment result appeals are ensured, we suggest that the institution prioritize addressing these concerns and comprehensively study the current mechanism implementation practice for appealing oral examination component results.

The university takes a holistic approach to assessing the effectiveness of its educational programmes. By gathering both quantitative and qualitative data through various quality assurance mechanisms, the university can gauge not only the extent to which students are achieving intended learning outcomes but also their overall satisfaction with course offerings (incorporating QR codes for feedback collection is indeed an effective and modern approach to gathering student input). This dual focus on achievement and satisfaction allows the university to continuously refine and enhance its educational offerings, creating a more responsive and effective learning environment for its students.

The university has adopted "E-learning Rule" that affords students the opportunity to employ personalized and flexible methodologies, adaptable in terms of both time and location, while simultaneously ensuring the attainment of learning outcomes through the utilization of online information resources, as well as video and audio channels. However, the university should proactively align its e-learning policies with new legislative actions in this area. This forward-thinking approach would position the university at the forefront of educational innovation and ensure compliance with evolving regulatory frameworks. The next step for the university would be to conduct a comprehensive review of its programmes to identify specific components where e-learning could be most effectively incorporated. This analysis should take into account the credit limits prescribed for BA and MA level studies, ensuring that the integration of online elements enhances rather than compromises the overall educational experience.

The university has implemented a comprehensive approach to upholding academic integrity in student evaluations, demonstrating a strong commitment to maintaining high ethical standards in academic work. This multifaceted strategy encompasses both preventive measures and punitive actions to address academic misconduct. At the core of this approach are the university's regulations on academic ethics and plagiarism. These guidelines not only define expectations for student conduct but also outline specific sanctions for violations, providing a clear framework for addressing instances of academic dishonesty. This policy-driven approach ensures consistency and fairness in dealing with

academic integrity issues. The adoption of anti-plagiarism software, specifically "strikeplagiarism," represents a technological investment in detecting and deterring plagiarism.

By systematically checking written assignments and theses, the university can identify potential instances of academic misconduct more efficiently and accurately. This tool serves not only as a detection mechanism but also as a deterrent, encouraging students to produce original work. By conducting information meetings and incorporating warnings about plagiarism in course syllabi, the university actively works to raise awareness about academic integrity among its student body. These efforts aim to prevent academic misconduct by ensuring students are well-informed about expectations and consequences. It was evident that both programme implementing academic/invited staff and students were aware of the institutionalized approach to academic integrity and used tools for addressing academic misconduct. Furthermore, some teachers also used additional software for personal use to check works for similarities.

Evidences/Indicators

- Regulation of the Educational Process;
- Education Programmes and Syllabi;
- Instruction for Preparing the Bachelor's Thesis;
- Instruction for Preparing the Master's Thesis;
- Internship Regulation;
- Bachelor's Statute;
- Master's Statute;
- Electronic student evaluation system ini.ge;
- Academic Integrity Policy;
- Plagiarism prevention, detection and response mechanism;
- Additionally requested documentation - Consultation timetable;
- E-learning Rule;
- Website <https://alterbridge.edu.ge/en/>;
- Interview Results.

General recommendations of the cluster:

There are no general recommendations for cluster.

General suggestions of the cluster:

- It is suggested to conduct a comprehensive review of presented programmes to identify specific components where e-learning could be most effectively incorporated, take into account the credit limits prescribed for BA and MA level studies by the current legislation.
- It is suggested that the institution study the current appeal mechanism implementation practice for oral examination component appeals and identify the possible deficiencies.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): It is needed to update the English version regulatory documents of student evaluations on the website as well, to keep up-to-date online information for the English language programme students and other stakeholders.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	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 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

The university has established a system for providing information and counseling to students. The structural unit "Entrants and Student Service Center" serves as the primary point of contact for students seeking information on academic matters, extracurricular activities and student life. The university conducts regular information meetings with target groups to ensure students are well-informed about various aspects of university life. From the moment students step onto the campus, they are greeted with a comprehensive orientation programme designed to familiarize them with the physical layout, academic resources and social opportunities available. This initial introduction sets the stage for ongoing integration efforts throughout their academic journey. Counseling services are available at the beginning of each semester and by individual appointment, ensuring that students have access to guidance when needed. The university has also integrated dedicated counseling hours into academic staff workload documents, demonstrating a commitment to student support at all levels.

The university demonstrates a strong commitment to supporting students career development and employability. The university organizes employment forums that provide students with comprehensive information on labor market challenges and opportunities, both locally and internationally. The university has developed internship procedures aimed at promoting professional development, with the potential for future employment. To facilitate practical experience and industry connections, the university has established partnerships with approximately 80 local and international organizations. Additionally, the career services regularly disseminate vacancy information to students, ensuring they are aware of potential job opportunities.

The university has implemented several measures to support students' academic progress. The university offers consulting services for curriculum planning and improving academic achievement, ensuring that students can navigate their academic journey effectively. An electronic management system (INI.GE) has been implemented to provide transparent communication of educational programme content and implementation processes. This system allows for maximum information sharing about teaching-related changes and other university updates. The university also makes programme catalogs available to students, including an English-language undergraduate business administration programme, which enhances accessibility for international students.

The university emphasizes a student-oriented process focused on personal development and self-realization. This approach is evident in the implementation of transformative teaching practices and the introduction of experimental and interdisciplinary education methods. The university has established specialized teaching centers, namely the "Alterbridge Teaching Center" and "Innovative Education Center," which focus on career and personal growth programmes. These centers aim to foster creative and entrepreneurial skills, deepen logical thinking and help students realize their personal potential. The university prioritizes practical experience and real-world application in its educational approach. Students are actively involved in field projects, providing them with hands-on experience in their areas of study. The university creates opportunities for students to communicate directly with employers, bridging the gap between academic learning and professional practice. Furthermore, students are encouraged to participate in research projects, creative endeavors, and social and public activities, promoting a well-rounded educational experience.

The university promotes lifelong learning through various initiatives. The university operates a continuous education and career development center - "Alterbridge Training Center" that aims to meet the educational needs of individuals throughout their lives. This center provides various teaching events, summer schools, master classes and professional programmes. By offering these diverse learning opportunities, the university caters to different social and age groups within society, supporting professional development and qualification enhancement beyond traditional degree programmes.

The university has established clear mechanisms for providing financial benefits and incentives to students. The university offers scholarships based on academic performance, utilizing a Grade Point Average (GPA) system to determine eligibility. Financial benefits are available for various categories of students, including socially vulnerable groups, ensuring that education remains accessible to a diverse student body. The university also provides one-time monetary incentives for exceptional achievements, recognizing and rewarding outstanding student performance.

Additionally, the university offers free preparatory courses for general master's exams, demonstrating its commitment to supporting students' academic advancement. Even though the scholarship system is in place, there might exist a small room for improvement in this direction. As it was observed during the interviews and after examining the research activities, the university might like to add additional criterias for scholarship eligibility. To boost student involvement in academic and research activities, it is suggested to add involvement criteria in such activities for scholarship eligibility (assign additional points in the involvement in these activities). This addition could significantly enhance student engagement in research projects, academic conferences, and other scholarly pursuits. By linking financial incentives to academic and research involvement, the university could foster a more vibrant research culture among its student body, potentially leading to increased innovation and academic output. This approach would align well with the university's focus on practical experience and personal development, while also supporting its research objectives.

The university has implemented an internationalization policy with several key directions. These include promoting the mobility of students and academic staff, facilitating participation in joint

research projects, involving foreign experts in university activities and sharing best international practices. This policy is regularly reviewed and updated to ensure its relevance and effectiveness in an evolving global academic landscape. The university has developed extensive international partnerships to enhance its global presence and provide diverse opportunities for its students and staff. The university cooperates with many universities and international youth institutes, creating a broad network for academic exchange and collaboration. The university actively participates in international educational forums, which serve as platforms for knowledge sharing and partnership development. The university has also implemented bilateral memorandums with international partners, facilitating educational mobility and the exchange of international practical experience.

The university actively promotes student participation in international projects, recognizing the value of global experiences in personal and professional development. The university is involved in Erasmus+ international educational mobility programmes, providing students with opportunities to study abroad and gain international exposure. The university also participates in European Youth Fund projects, which offer unique learning experiences for students. Additionally, the university organizes and participates in cultural exchange programmes and student festivals, fostering intercultural understanding and global citizenship among its student body. The university provides integration services for both domestic and international students within the internal university space. This approach ensures that all students, regardless of their origin, feel welcome and are able to navigate the university environment effectively. The University places a strong emphasis on keeping students informed about various local and international projects and events that align with their teaching and research objectives. This proactive information sharing helps students to engage with opportunities that can enhance their academic experience and support their personal and professional development. The general satisfaction from mobility programmes was extremely evident from the student panel interview.

The university has focused on developing English-language programmes to cater to a global student audience. The support services for foreign students have been established, including assistance with document translation and visa processes. The university maintains an active presence on social media platforms to engage with potential international students. Furthermore, the university participates in international educational forums to showcase its programmes and attract a diverse student body.

The university supports a vibrant student life through various initiatives designed to enhance the overall university experience. The university has established a club system to cater to diverse student interests, promoting engagement beyond the classroom. Specific clubs, such as the Alterbridge Business Laboratory and SDG Club, have been created to focus on entrepreneurship and sustainable development, respectively. The university regularly organizes entertainment events and informal meetings, fostering a sense of community among students. Additionally, students are involved in university marketing campaigns and image videos, providing them with practical experience and a sense of ownership in the university's public image.

An important aspect of student life at the university is the presence of student self-government. This structure allows students to have a voice in university affairs and decision-making processes. The

student self-government serves as a bridge between the student body and the university administration, representing student interests and concerns. It plays a crucial role in organizing student activities, advocating for student rights and contributing to the development of university policies that affect student life.

Evidences/Indicators

- Workload, functions and duties of persons involved in consulting services (academic and invited staff, structural units) their job descriptions;
- Planned and implemented consulting services;
- Methodology of individual curriculum development;
- Programme Catalogs;
- Internationalization Policy;
- Rule of financing student projects
- Student Satisfaction Survey analyzes;
- Methodology of individual curriculum development;
- Additionally requested document -Student life 2024;
- Electronic student evaluation system ini.ge;
- Website <https://alterbridge.edu.ge/en/>;
- Interview Results.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

To boost student involvement in academic and research activities, it is suggested to add involvement criteria in such activities for scholarship eligibility.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

Description and Analysis - Programme 2 (Strategic communication, master)

The university has established a system for the selection and appointment of academic staff, ensuring that qualified individuals occupy academic positions. This process is governed by both current legislation of Georgia and the university's internal regulatory document, "Rules for the selection/appointment of academic and invited staff." By adhering to these guidelines, the university maintains compliance with legal requirements while upholding high standards for its academic staff.

In regards to master's thesis supervision, the university has implemented measures to provide students with capable and experienced supervisors. The university ensures that thesis supervisors possess qualifications and experience relevant to their responsibilities, including prior experience in supervising academic theses. This approach helps maintain the quality of guidance provided to students during their thesis work.

Recognizing the importance of balanced workloads and personalized attention, Alterbridge University has crafted a methodology to determine the optimal ratio of supervisors to Master's students. This approach takes into account various factors such as the complexity of research topics, the experience level of supervisors and the specific needs of each academic programme. The methodology allows up

to five student supervision to ensure the balanced supervision process. By carefully managing this ratio, each student receives adequate guidance and support throughout their academic journey, while also maintaining a sustainable workload for the university. The effectiveness of this methodology was evident on the alumni interview panel.

To facilitate the master's thesis process, the university has developed "Instruction for Preparing the Master's Thesis" in addition to the Master's Syllabus. Students are informed of these guidelines well in advance, allowing them ample time to familiarize themselves with the requirements and expectations. Additionally, the university presents students with potential directions for their research and introduces them to potential supervisors, which helps students make informed decisions about their thesis topics and supervisors. The university has developed regulatory documents that clearly outline the rights and responsibilities of supervisors. These documents serve as a crucial guide for all parties involved in the supervision process, ensuring clarity and preventing potential misunderstandings. Furthermore, the existing transparent procedures for appointing and changing supervisors, as well as for managing the supervision process, provides a solid foundation for productive academic relationships and smooth progression of research projects.

The university highly values the collaboration between students and supervisors in shaping the thesis. As such, the title of each master's thesis is determined through mutual agreement between the supervisor and the student. This collaborative process ensures that the thesis aligns with both the student's interests and the supervisor's expertise.

To support students throughout their thesis work, the university offers regular consultations with supervisors. During initial consultation sessions, supervisors work closely with students to develop clear research directions and methodological frameworks. These sessions focus on understanding the student's research interests while ensuring alignment with the university's expertise and resources. The development process emphasizes critical thinking and analytical skills, with supervisors guiding students through the complexities of theoretical framework construction and literature review. Students receive comprehensive support in data analysis and interpretation, ensuring their research meets the highest standards of academic rigor. The supervision process maintains a delicate balance between providing direction and fostering independent research capabilities. Furthermore, additional consultations are available if needed, providing students with opportunities to seek guidance, clarify doubts and receive feedback on their progress. This level of support demonstrates the university's commitment to student success and the quality of research produced.

Participation in scientific events provides essential opportunities for professional development and research dissemination. Supervisors work closely with students to identify relevant conferences, both locally and internationally. The preparation process involves detailed guidance on creating compelling presentations, developing effective communication skills, and maximizing networking opportunities. In order to promote engagement in scientific activities, "AlterBridge" also holds an annual scientific conference. This conference serves to showcase the scientific and research activities of scientists, academic staff, experienced and novice researchers, including doctoral/master's students, who operate at both the local and international levels, in front of a broad audience. AlterBridge further encourages

its students to publish scientific works in scientific journals. The university has founded an electronic, peers-reviewed scientific journal - "Challenges of Modern Science" to provide an opportunity for researchers, students and academic staff to present their scientific activities to a wide audience. "Challenges of Modern Science" publishes articles by both Georgian and foreign researchers. This facilitates the internationalization of research and the development of collaborative relationships among researchers, as well as showcases their research potential. In addition, the students receive information about other sources to publish their scientific works and/or engage in other scientific endeavours. The university has demonstrated commendable efforts to support its student to connect them with global research communities and inform students about active scientific grant contests, mainly about applied research projects. Although the efforts have been seen during the interview, the university needs further refinement of its strategies to encourage their students to actively participate in scientific events, especially in scientific grant contests. The university might consider implementing targeted initiatives to support students in the grant writing and application process. This could include structured grant writing workshops and the incorporation of grant proposal development into academic curricula. Recognizing and rewarding grant recipients publicly could also serve as a powerful motivator for students to pursue these competitive funding opportunities. Additionally, fostering collaborations with external industry and research partners could provide students with valuable real-world experience in securing and executing research grants.

The university has also developed and implemented mechanisms to evaluate the quality of supervision activities. These evaluation processes are designed to be comprehensive and fair, taking into account feedback from students and other direct/indirect methods used for performance metrics. By regularly assessing the effectiveness of the supervision practices, it is easy to identify areas for improvement and to implement necessary changes promptly. This continuous evaluation and improvement cycle (based on PDCA cycle) helps maintain the highest standards of academic mentorship and supports the ongoing development of the supervision processes.

The institution has established a comprehensive framework for selecting qualified academic staff and supporting students in their master's thesis work. By implementing clear guidelines, ensuring supervisor qualifications, and providing ongoing support, the university creates an environment conducive to academic excellence and student achievement.

Data related to the supervision of master's/doctoral students Programme 2 - Strategic Communication, Master	
Number of master's/doctoral theses supervisors	8
Number of master's students	31
Ratio - supervisors of master's theses/master's students	1:4

Evidences/Indicators

- Education Program and Master's Syllabus;
- Master's Statute;

- Instruction for Preparing the Master's Thesis;
- Master's theses;
- Staff's CV's;
- Methodology for planning the student contingent and the rule of staff ratio;
- Additionally requested documentation - Methodology for planning the staff implementing the educational programme;
- Academic Integrity Policy;
- Contract Form - Academic Staff;
- Contract Form - Invited Staff;
- Quality Assurance Mechanisms for MA thesis supervision;
- Interview results.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): It is suggested to consider implementing targeted initiatives to support MA students in the grant writing and application process. This could include structured grant writing workshops and the incorporation of grant proposal development into program curricula.

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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 (Business administration, bachelor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	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 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

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

Cluster and individual evaluation

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

The university has implemented the selection and appointment system for academic staff, aligning with Georgia's legal framework and the university's internal regulations titled "Rules for the Selection/Appointments of Academic and Invited Staff." This dual approach ensures that only qualified

individuals are appointed to academic positions, maintaining both legal compliance and high standards of excellence in the university's faculty. During the site-visit, also based on the analysis of personal files of academic and invited staff, they confirmed that their qualifications are fully compliant with qualification requirements, functions and applicable legislation. The hourly workload schedule of academic and invited staff of bachelor's and master's programmes presented in the cluster is updated every semester. The scheme includes teaching, scientific-research and other workload, and also considers the workload in all institutions, where they hold an academic or scientific position.

Lecturers implementing educational programmes of the university are authors, co-authors, editors and translators of various monographs and textbooks; They have also participated in both local and international scientific conferences and symposiums.

Through a range of interviews with selected students in all programmes of study within the cluster, the panel of experts noted that the student body was of the opinion that human resources were well organised to best support the teaching requirements of the courses of study, including support and administrative staff.

Heads of educational programmes demonstrate the requisite knowledge and expertise for developing educational curricula. Their qualifications are supported by relevant degrees in business administration and extensive practical experience.

Description and Analysis - Programme 1 (Business administration, bachelor)

The English-language undergraduate programme in Business Administration is supported by a highly qualified team, ensuring that students receive a robust educational experience. The programme is led by faculty members with appropriate academic qualifications and practical experience. Their qualifications include not only completed scientific works, but practical experience that demonstrates their expertise in the field.

The programme also features guest lecturers and industry experts who bring valuable insights and real-world experience. Their qualifications are verified based on their knowledge and competence, ensuring they contribute effectively to student learning outcomes. All personnel involved in the English-language undergraduate programme in Business Administration are appointed through an open competition process.

The programme implements a semesterly renewable workload scheme for both academic and visiting staff. This scheme includes teaching, research, and other responsibilities, tailored to the specific functions and duties of each staff member.

This comprehensive framework ensures that students in the programme benefit from a rich learning environment guided by experienced professionals.

The HEI has the "Methodology for planning the contingent of academic staff and students". It should be noted, that the number of academic (also affiliated) staff indicated in the SER has increased based on the quantitative data.

The programme maintains an adequate number of staff in relation to the student body, which is essential for effective teaching and support. Here are the key points regarding the staffing:

Staff Composition - A total of 25 individuals are involved in implementing the programme. This includes 18 academic staff members and 7 invited specialists (11 affiliated), providing a balanced approach to education.

The academic team consists of 3 professors, 6 associate professors and 9 assistant professors. There appears to be a discrepancy in the quantitative data: The list of programme implementers indicates 7 associate professors and 8 assistant professors, which differs from the initial counts.

The head of the educational programme has the necessary knowledge and experience for the development of the programme. Administrative and support personnel with the appropriate number and appropriate competence are involved in the implementation of the educational programme.

Programme 1 (Business administration, bachelor)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁴	Including the staff holding PhD degree in the sectoral direction⁵	Among them, the affiliated academic staff
Total number of academic staff	18	18	11	11
- Professor	3	3	3	2
- Associate Professor	7	7	6	4
- Assistant-Professor	8	8	3	5
- Assistant				
Invited Staff	7	7	2	–

⁴ Staff implementing the relevant components of the main field of study

⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

Scientific Staff				–
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Description and Analysis - Programme 2 (Strategic Communication, master)

The Master's programme in Strategic Communication is supported by a well-qualified team of academic staff and invited specialists, ensuring a high-quality educational experience. Faculty members possess relevant academic qualifications and practical experience, including: completed scientific works, such as monographs, textbooks, and peer-reviewed journal articles and practical experience that demonstrates their competence in the field of strategic communication.

During the site visit, many interviewees highlighted the significant benefits of the programme's environment and the presence of qualified lecturers who are leaders in the field. Here again, all personnel are appointed through an open competition process. Also, the programme implements a semesterly renewable workload scheme for both academic and visiting staff.

Programme 2 (Strategic communication)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated academic staff
Total number of academic staff	18	18	14	10
- Professor	3	3	3	2
- Associate Professor	10	10	6	6
- Assistant-Professor	5	5	5	2
- Assistant				
Invited Staff	11	11	3	–

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Scientific Staff				–
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The number of academic and visiting staff is adequate in relation to the number of students. The balance between academic and invited staff ensures the sustainability of the programme - a total of 30 people are involved in the implementation of the programme, of which 19 are academic staff (10 affiliated), 11 invited specialists. The ratio of staff and students, target marks are described in the document "Methodology for planning the contingent of academic staff and students".

Evidences/Indicators

- Rules for the Selection/Appointments of Academic and Invited Staff;
- Job descriptions, qualification requirements;
- Methodology for determining the number of academic and visiting personnel of the programme;
- Methodology for planning the contingent of academic staff and students
- Workload, functions and duties of persons involved in consulting services (academic and invited staff, structural units) their job descriptions;
- Additionally requested document - Strategy of scientific-research and creative activity of the educational university;
- Electronic student evaluation system ini.ge;
- Website <https://alterbridge.edu.ge/en/>;
- Interview Results.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component****Description and Analysis - Programme 2 (Strategic Communication, master)**

In the Strategic Communication Master's Educational Programme, the thesis supervisor can be either an academic or invited staff member from the university who possesses relevant scientific research or practical experience in the field of strategic communication. This ensures that students receive guidance from individuals with the expertise necessary to support their research effectively. Additionally, students have the option to propose an alternative candidate for supervision if they believe that another individual would better align with their specific thesis topic. The university's regulations ensure that qualified staff are appointed as thesis supervisors through established rules for selecting academic and guest staff and for executing and assessing master's theses.

The decision on the scientific guidance of the thesis is first reviewed by the school council and then approved by the Rector, based on the dean's recommendation. During the site visit it was highlighted that students are provided with a list of available thesis topics from which they can choose. They also have the opportunity to adjust the topic according to their interests, allowing for a more personalized

and relevant research experience. Additionally, students have access to regular and supplementary consultations with their supervisors.

The qualifications are well-aligned with the subjects of the master's students. They have participated in international conferences, led and implemented various local and international projects. During the site visit, MBA students and alumni expressed their approval of the anti-plagiarism check.

In the Strategic Communication Master's Educational Programme, the reviewer assessment for the master's thesis remains confidential to the student until the review is submitted. The reviewer checks the presented paper within one week and sends the results to the programme head. The reviewer's assessment will be taken into account in the assessment of the master's thesis. To enhance the thesis defense experience, it is preferable for students to receive a report prepared by the evaluator after the review of their master's thesis. This report will provide valuable insights and feedback, enabling students to better prepare for their defense. By reviewing the evaluator's comments, students can identify strengths and areas for improvement in their work, allowing them to address any concerns effectively.

Programme 2 (Strategic communication, master)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁸	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	8	7	6
- Professor	2	2	2
- Associate Professor	6	5	4
- Assistant-Professor			
Invited Staff	-		-
Scientific Staff	-		-

Evidences/Indicators

- Instructions for preparation and defense of master's thesis;
- Rules for the Selection/Appointments of Academic and Invited Staff;
- Job descriptions, qualification requirements;
- Interview Results.

General recommendations of the cluster:

⁸ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): Students should receive a report prepared by the evaluator after the review of their master's thesis to prepare for the MA thesis properly.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The university has established a comprehensive framework to enhance the quality of its educational and research activities. The emphasis on collaboration with both Georgian and foreign experts is particularly noteworthy, as it can bring diverse perspectives and best practices into the evaluation process.

The "Plan - Do – Check - Act" cycle reflects a commitment to continuous improvement, ensuring that both teaching and learning are regularly assessed and refined. This systematic approach is crucial for maintaining high academic standards and fostering an effective learning environment.

The evaluation process at the university is focusing on both - scientific and pedagogical development for academic staff. In case of scientific support, HEI hosts scientific-practical conferences and publishes a scientific journal, also collaboration on joint projects with international partners can enhance research quality and broaden the scope of academic inquiry. In case of pedagogical development, direct observation of the educational process by the quality assurance service during classroom/online classes is ongoing. During the site visit academic and invited staff mentioned practice of collegial assessment as well.

One of the main strong points of the university is the practice of organizing regular seminars, which are organized and fully funded by the "Innovative Education Center" and "Altebridge Teaching Center". Information about planned seminars and events (also regularly organized - different speakers are invited) is available at the university web page. A system of promotion and incentives has been implemented in the university, which is written in the personnel development policy document. In addition, the university conducts a staff satisfaction survey every year, which allows them to express their opinions on various issues.

Description and Analysis - Programme 2 (Strategic communication, master)

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

The establishment of a research activity support system at the university is a significant step toward fostering a robust research environment, which covers not only promotion of research activities (functions of persons responsible for research, research evaluation indicators), but conditions for participation in grant projects, sources of funding for research activities, provision of informational support for university research, academic honesty and protection of intellectual property.

The operation of a research center at the university that focuses on promoting research activities and fundraising is a practice. The research activity is coordinated by the head of the research center, who is responsible for the high quality of university scientific events, the further development of the research center, and the promotion of the publication of scientific journals. Based on the interviews, it seems that while the research center has been positively received by affiliated staff, there may be a disconnect when it comes to student engagement in research activities.

Evidences/Indicators

- The results of the staff performance evaluation and satisfaction survey and their use in staff management and development;
- Documentation of measures (teaching s, qualification raising courses) implemented for the purpose of development of academic and guest personnel;
- Events implemented for the development of academic and guest personnel (teaching s, business trips, qualification raising courses, conferences, exchange, international and/or local projects that serve to develop professional and/or teaching skills);
- Concept of research activity;
- Strategy of attraction and inclusion;
- Internationalization policy.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

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

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

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

The programmes are with modern equipment and inventory, a library, work rooms of academic staff, a computer center, a cafeteria and others, which quantitatively and qualitatively meet the goals and learning outcomes of the programmes. These resources are accessible to both students and staff, and students are informed about how to use them and the associated rules. During the site visit some students highlighted the modern and attractive environment at the university, particularly the spaces designed for group work and public lectures/seminars. This emphasis on a conducive learning atmosphere can significantly enhance their educational experience.

Description and Analysis - Programme 1 (Business administration, bachelor)

The university uses an electronic learning platform ini.ge, where educational materials are uploaded according to the educational courses, weekly assignments are performed and corrected.

In the library of the educational university there is mandatory literature defined by the syllabus and other educational materials (including those available on electronic media), which ensure the achievement of the learning outcomes of the educational programme. The library has access to international library databases.

The quality assurance service permanently monitors the availability of the basic literature in the library specified in the syllabuses of the teaching courses. During the site visit, we requested randomly selected materials be included in the library catalog, and they were available.

Description and Analysis - Programme 2 (Strategic Communication, master)

All the resources described in the Bachelor's programme are also used for the Master's programme in Strategic Communication. It should be mentioned that the university's electronic learning platform and library resources lack access to modern scientific electronic journals such as Elsevier, Scopus, and

ScienceDirect, this could significantly limit research opportunities and access to current knowledge for both students and faculty.

Evidences/Indicators

- Material-technical base of the University;
- Documentation confirming ownership of infrastructure, technical equipment and book fund;
- Correspondence of the book fund in the library with the basic literature indicated in the educational programmes;
- Document confirming participation in the international electronic library network;
- Access to international electronic library databases.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): As the library resources lack access to modern scientific electronic journals, HEI should ensure access to the electronic database, such as Elsevier, Scopus, and ScienceDirect. This could significantly boost research opportunities and access to current knowledge for both students and faculty.

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Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

The budget of both, the BA and MA programme is allocated from the tuition fees. Projected growth of students and stable financial situation enable reliable implementation and delivery of study programmes.

Description and Analysis - Programme 1 (Business administration, bachelor)

The budget for the English-language undergraduate programme in business administration is not only achievable but also well-aligned with the programme's needs. The budget covers both recurring and one-time financial allocations, addressing the key components required for the effective implementation of the programme.

The budget of the BA programme is allocated from the tuition fees. The planned revenues increase progressively from 137,500 GEL in 2023 to 978,120 GEL by 2027. Georgian students pay 5,900 GEL annually, while foreign students pay the equivalent of 4,000 USD. The number of students is expected to grow from 15 in the 2023-2024 academic year to 112 in 2026-2027.

Based on the interviews, it seems that the two contracts were signed to secure a significant number of international students for the programme: one of them is Nuran College in Dubai (through this contract, up to 100 students are expected, with 86 students confirmed). This agreement appears to have been a major source of incoming foreign students. The second agreement is connected to the Agency Study in Georgia, which brought 8 students, currently going through the visa process, with 4 students already studying at the university.

These partnerships show efforts to strengthen the programme's international presence and enrollment, focusing on collaboration with educational agencies and institutions. By attracting students through these contracts, the programme sought to increase its financial stability and boost diversity in the student body.

Description and Analysis - Programme 2 (Strategic Communication, master)

The Strategic Communication Master's Programme at the International Teaching University of Management and Communication (Alterbridge) has a structured budget focused on ensuring the programme's financial stability and sustainability.

The budget of the MA programme is allocated from the tuition fees. The planned revenue for 2023-2024 is 193,200 GEL, increasing to 218,500 GEL in the 2025-2026 and 2026-2027 periods.

The tuition fee is 4,600 GEL annually. The total student numbers are projected to grow from 42 students in 2023-2024 to 48 students by 2026-2027.

Evidences/Indicators

- Budget of English-language undergraduate educational programme of business administration;
- Strategic Communication Master's Education Programme Budget;
- Interview Results.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	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 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

In the process of the elaboration of educational programmes academic and invited personnel collaborated with internal quality assurance service and took into consideration quality assurance results. In the process of the development of the programme together with university administrative and academic/invited personnel other stakeholders also were involved such as potential employers, graduates and students from related programmes.

To develop the programmes grouped in cluster, a self-evaluation group was created that regularly held meetings and discussed issues related to programme development. The programmes were developed following the principles of teamwork. Each member of the self-assessment group took care of eliminating the shortcomings identified during the work on the self-assessment report. In the work process, the internal evaluation of the programmes was carried out, the evaluation of the programmes by the academic/invited staff, and also the external evaluation by the employers and the partner organization of the University. Feedback from internal and external evaluations were taken into account in the educational programme.

The quality assurance system at the university operates based on the principles "Plan, Implement, Check, Act" (PDCA) cycle. Quality assurance is a continuous process and internal quality assurance mechanisms are implemented in it. University develops strategic development and action plans (<https://alterbridge.edu.ge/samoqmedo-gegmebi/>) as well as discusses annual reports of the quality assurance office.

In General, the quality assurance service is engaged in consulting activities for the faculty in order to implement educational activities in accordance with the standards established by the legislation. It should be noted that during the site-visit interviews some academic and invited staff were not fully aware of existing internal quality assurance mechanisms. During the site-visit interviews some academic staff did not confirm that their scientific activity is regularly evaluated, they could not state what the minimum scientific requirements are, if there are such requirements at all. Some academic staff are less involved in the development of the programme, their participation in programme development was not reflected in the answers during the interviews. They could not answer what are the target indicators of the programmes, what are the evaluation mechanisms of their educational and scientific activities, how are their study courses related to the learning outcomes of the programme, etc. These facts show that quality assessment mechanisms are not highly effective and quality culture needs to be strengthened.

Quality Assurance department doesn't collaborate closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process, during the Corona pandemic period the university adopted the special regulations for the study process (Rector's order N8/1-01/21; 20/09/2020) to ensure the adaptation of internal quality assurance mechanisms for the distance/hybrid study process.

Evidences/Indicators

- Internal Quality Assurance Mechanism <https://alterbridge.edu.ge/wp-content/uploads/2020/10/Quality-Assurance-Mechanisms-min.pdf>
- Educational programmes and syllabi
- Provision of Quality Assurance Department
- Internal and external evaluation mechanisms for quality assurance

- Procedures for planning, creating, approving, developing, amending and canceling educational programmes
- Rules and regulations for study process
- Job market analysis
- Analyses of changes made in educational programmes
- Analysis of programme evaluation results by academic/visiting staff, students and employers of educational programmes
- Evaluation of educational programmes by graduates
- Methodology for defining the number of academic/ invited personnel
- Methodology for defining the number of students
- Methodology for evaluation of programme learning outcomes
- Evaluation results of programmes learning outcomes
- External evaluation of Bachelor of Business Administration programme
- Rector's Order of creation of self-assessment group
- Minutes of the Self-Assessment Group meetings
- Regulations for distance/electronic study process
- Document of comparison/benchmarking with the analogous local and foreign education programmes for Business Administration Bachelor's Programme
- Annual reports of Quality Assurance Department
- 2023-2024 report of results of observation of lectures-seminars by quality assurance service
- Monitoring results of the academic performance of the 2023-2024 fall semester
- Research activity report 2023
- Monitoring analysis of the spring semester of the 2023-2024 academic year
- Site-visit interviews
- Self-evaluation report submitted by the University.

General recommendations of the cluster:

It is recommended that the Quality Assurance department should collaborate closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

General suggestions of the cluster:

There are no general suggestions for this standard.

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

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	<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.

Cluster and individual evaluation

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

The external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational Programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

The University periodically submits information about each educational programme to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

The Bachelor Programme in Business Administration (180 ECTS) is a new programme. It was evaluated by foreign external expert (Dean of Adizes Graduate School (USA), Associated professor at ISM University of Management and Economics (Lithuania), President of Baltic management development Association (BMDA)). Besides this, evaluation results by accreditation experts and accreditation council decisions from the previous accreditation process of the analogical Business Administration Programme (240 ECTS) were taken into consideration. In addition, The educational programme has come in line with the National Sectoral Characteristics/Benchmark document of business administration.

Strategic Communication Master's degree programme was accredited in 2020 (Decision of accreditation council 758830-01/09/2020). The programme team took into account all the recommendations received during the process of previous accreditation and subsequent monitoring.

Periodic external evaluation of the quality of the educational programmes at the university is carried out with the involvement of graduates and employers. The results of the survey of industry professionals, partners and other interested parties such as alumni were taken into account. The results of the analysis of the employers' requirements were also taken into consideration.

Evidences/Indicators

- Educational programmes and syllabi
- Provision of Quality Assurance Department
- Internal and external evaluation mechanisms for quality assurance
- Procedures for planning, creating, approving, developing, amending and canceling educational programmes
- Job market analysis
- Analyses of changes made in educational programmes
- Analysis of programme evaluation results by academic/visiting staff, students and employers of educational programmes
- Evaluation of educational programmes by graduates
- External evaluation of Bachelor of Business Administration programme
- Site-visit interviews
- Self-evaluation report submitted by the University.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

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

Programme 1 (Business administration, bachelor)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

The Quality Assurance Department of the university periodically monitors the quality of the development and implementation of educational programmes. Based on the monitoring results the relevant recommendations, suggestions for possible changes and conclusions are developed for the further development of the educational programmes. Within the framework of the mentioned process, the Quality Assurance Department regularly checks the library's book fund (including textbooks and other educational materials in their physical condition, quantity, and compliance with the syllabi).

The Quality Assurance Department conducts questionnaire surveys for students, alumni, personnel and employers to get feedback from all interested parties and ensure the quality of educational process, educational programmes and study courses implementation. It also analyzes the results of classroom observations. Based on the analysis of surveys, the Quality Assurance Department develops recommendations and instructions in order to enhance the quality of teaching and to ensure further development of programmes. It also analyzes the opinions and recommendations of specialists in the field and compares the existing programmes with similar programmes of foreign universities (for master programme see details below).

The university conducts students' satisfaction surveys, the surveys to evaluate the main (mandatory) study courses at the end of each semester (with this regard see details below for Bachelor Programme in Business Administration), teaching and research activities of personnel. In addition, the University presented 2023-2024 report of results of observation of lectures-seminars by quality assurance service, the monitoring results of the academic performance of the fall semester of 2023-2024 academic year, personnels' research activity report 2023, monitoring results of the spring semester of the 2023-2024 academic year.

Based on the analysis of such complex indicators the Quality Assurance Department assesses the efficiency of implementation of educational programmes and offers recommendations and suggestions to programme personnel for further development of the education programmes.

Description and Analysis - Programme 1 (Business administration, bachelor)

See cluster evaluation in 5.3. In addition, in the bachelor's programme of business administration, the evaluation system in individual courses is problematic, for example, the final evaluation in "Project Management": Through the syllabus and during the site-visit interview, it was revealed that the students have to submit a group project. It is not written in the syllabus, and the answer of the author of the syllabus (programme head) was also vague, how the individual contribution of the student is determined, as well as how the 40 points intended for evaluation are awarded. Also problematic is the learning outcomes assessment map- for outcome 2 the map does not indicate the third level study course through which this particular outcome is assessed.

Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the evaluation rubrics of the study courses are given in detail, as well as indicate how the individual contribution of the student is evaluated in the case of a group project (e.g. study course "project management"). Besides this, the Quality Assurance Department with close cooperation of programme personnel should ensure that programme learning outcomes' map and evaluation reports are developed according to the methodology existing in the University.

Description and Analysis - Programme 2 (Strategic communication, master)

See cluster evaluation of standard 5.3. In addition, it should be noted that the benchmarking document for the Master Programme in Strategic Communication was not developed by the personnel involved in programme implementation as well as by the Quality Assurance Department of the University.

Based on materials submitted by the University and site-visit interviews, a group of experts did not find the evidence that the University conducts master students surveys where master students can anonymously evaluate implementation of research components of the programme and evaluate scientific supervisors of their master thesis. Despite the fact that the university conducts students' satisfaction surveys, the surveys to evaluate the main (mandatory) study courses at the end of each semester, teaching and research activities of personnel, such surveys do not include questions for respondents to get feedback about the implementation of the research component of the programme. The University should ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

Evidences/Indicators

- Internal Quality Assurance Mechanism <https://alterbridge.edu.ge/wp-content/uploads/2020/10/Quality-Assurance-Mechanisms-min.pdf>
- Educational programmes and syllabi
- Provision of Quality Assurance Department
- Internal and external evaluation mechanisms for quality assurance
- Procedures for planning, creating, approving, developing, amending and canceling educational programmes
- Rules and regulations for study process
- Job market analysis
- Analyses of changes made in educational programmes
- Analysis of programme evaluation results by academic/visiting staff, students and employers of educational programmes
- Evaluation of educational programmes by graduates
- Methodology for defining the number of academic/ invited personnel
- Methodology for defining the number of students
- Methodology for evaluation of programme learning outcomes
- Evaluation results of programmes learning outcomes
- External evaluation of Bachelor of Business Administration programme
- Rector's Order of creation of self-assessment group
- Minutes of the Self-Assessment Group meetings
- Regulations for distance/electronic study process
- Document of comparison/benchmarking with the analogical local and foreign education programmes for Business Administration Bachelor's Programme
- Annual reports of Quality Assurance Department
- 2023-2024 report of results of observation of lectures-seminars by quality assurance service
- Monitoring results of the academic performance of the 2023-2024 fall semester
- Research activity report 2023
- Monitoring analysis of the spring semester of the 2023-2024 academic year
- Site-visit interviews
- Self-evaluation report submitted by the University.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

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

Programme 1 (Business administration, bachelor)

Recommendation(s):

Within the framework of periodic monitoring of the programmes, the quality assurance service should ensure that the evaluation rubrics of the study courses are given in detail, as well as indicate how the individual contribution of the student is evaluated in the case of a group project.

The Quality Assurance Department with close cooperation of programme personnel should ensure that programme learning outcomes' map and evaluation reports are developed according to the methodology existing in the University.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Strategic communication, master)

Recommendation(s):

Comparison with similar programmes of foreign universities/benchmarking document for Master Programme in Strategic Communication should be developed in order to apply best international practices.

Ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration, bachelor)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Strategic communication, master)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Name of the higher education institution: LTD International Teaching University of Management and Communication Alterbridge

Name of Higher Educational Programmes, Levels:

Business administration, bachelor

Strategic communication, master

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 (Business administration, bachelor)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2 (Strategic communication, master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

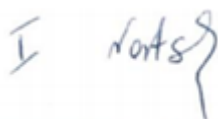
Chair of Accreditation Experts Panel

Armand Faganel,



Of the member(s) of the Accreditation Experts Panel

Ia Natsvlshvili, signature



Natia Daghelishvili, signature



Shorena Kurdadze, signature



Aleksandre Kalandadze, signature

