

**Annex №2**



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

**Accreditation Expert Group Report on Cluster of Higher Education Programmes**

**Business Administration (BA);**

**Business Administration (English Programme BA);**

**Business Administration (MA);**

**Public Administration (BA);**

**Human Capital Management and Digital Transformation (MA);**

**Business Analytics (BA);**

**Business Analytics (English Programme BA);**

**Entrepreneurship and Innovation (English Programme MA)**

**LLC - University of Georgia**

Evaluation Date(s): 9-11 October, 2024

Report Submission Date

30.12.2024

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC University of Georgia
Identification Code of Institution	205037137
Type of the Institution	University

### Expert Panel Members

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<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1[1]</sup></b>	-	-	-	-	-	-	-	-
<b>Language of instruction</b>	Georgian	English	English	Georgian	Georgian	Georgian	English	English
<b>Number of ECTS credits</b>	240 credits (ECTS)	240 credits (ECTS)	120 credits (ECTS)	240 credits (ECTS)	120 credits (ECTS)	240 credits (ECTS)	240 credits (ECTS)	120 credits (ECTS)
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation)  Indicating Relevant Decision (number, date)</b>	Accredited							

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

## II. Accreditation Report Executive Summary

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

The cluster is comprised of 5 bachelors programmes and 3 masters programmes. Bachelor's in Business Administration (delivered in Georgian and in English Language), Master's in Business Administration, Bachelor's in Public Administration, Master's in Human Capital Management and Digital Transformation, Bachelor's in Business Analytics and a Master's in Entrepreneurship and Innovation.

- **Overview of the Accreditation Site Visit**

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

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

Specific compliance for each standard is discussed in detail at the end of this report, however for the majority of programmes standards mainly complied or were deemed to be in substantial compliance.

### Recommendations

#### Cluster

1. Review the mapping process for learning outcomes to courses within the programme and assessment to ensure it is comprehensive, accurate and fit-for-purpose (1.2)
2. Strengthen the use of practical approaches to teaching and learning in academic programmes, including through the use of internships (2.3)
3. Ensure that teaching methods and activities are comprehensively and accurately articulated in syllabi and programme descriptors (2.3)
4. Ensure that the expenses necessary for the implementation and development of the programmes be broken down according to the needs (4.5)
5. It is recommended that the quality assurance service pay special attention to the "verification" and "refinement" stages of programmes for the purposes of programme development (5.1).
6. Strengthen monitoring and evaluation tools, such as questionnaires to collect more detailed feedback from both students and employers regarding the supervisory aspects of their programmes (5.3)

#### Programme 1 – Bachelor's in Business Administration

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

1. Review the programme to consider how it meets its objective for to provide international careers for its graduates (1.1)
2. Update the prerequisites for the final BA project and define all mandatory courses considered in the study programme. (1.4)
3. Update the programme core subjects to incorporate courses related to entrepreneurship and innovation management. (1.4)

#### **Programme 2 - Bachelor's in Business Administration**

1. Update the prerequisites for the final BA project and define all mandatory courses (1.4)
2. Update the programme core subjects to incorporate courses related to entrepreneurship and innovation management (1.4)

#### **Programme 3 – Master's in Business Administration**

1. Carefully review the MA programme structure and incorporate necessary prerequisites (1.4)
2. It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

#### **Programme 4 - Bachelor's in Public Administration**

1. Conduct a curriculum review to identify and modify courses that do not directly contribute to the core competencies required in public administration, ensuring that each subject supports the programme's goals of preparing students for public sector roles. Limit the number of courses focused on financial topics, such as "Financial Accounting," "Principles of Finance," and "Principles of Insurance," as these subjects are more relevant to business administration than public administration. (1.4)
2. Integrate practical public administration case studies into the curriculum by redesigning certain courses to focus on examples specific to public administration instead of general financial or business scenarios, which may not be directly applicable to public sector roles. (1.4)

#### **Programme 5 - Master's in Human Capital Management and Digital Transformation**

1. Ensure that learning outcomes make suitable references to the project management and research skills students will acquire on completion of the programme (1.2)
2. Conduct a thorough review of the structure of the Master programme in Human Capital Management and Digital Transformation to ensure the incorporation of the requirements specified in the Subject Benchmark Statement of Management. (1.4)
3. Ensure the programme encompasses specific courses that are essential to management studies (1.5)
4. It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

#### **Programme 6 - Bachelor's in Business Analytics**

1. Clarify the status and interrelationship of the two programme specifications available online for Business Analytics taught in English (1.2)
2. Define all mandatory courses as a prerequisite for the final BA project (1.4)
3. Ensure external evaluation reflects specific recommendations of professional significance that would serve the development of the programme (5.2)

#### **Programme 7 - Bachelor's in Business Analytics**

1. Clarify the status and interrelationship of the two programme specifications available online for Business Analytics taught in English (1.2)
2. Define all mandatory courses as a prerequisite for the final BA project (1.4)

### **Programme 8 - Masters in Entrepreneurship and Innovation**

1. Update the Georgian-language mandatory literature for the course "Legislation and Regulations in Entrepreneurship and Innovation" (1.5)
2. It is recommended to define minimum thresholds for the mid-term and final assessments in the courses within this programme (2.4)
3. It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

### **● Suggestions for the Programme Development**

#### **Cluster**

1. Establish a consistent approach to the format of learning outcomes within programme specifications (1.2)
2. Enhance the programme evaluation mechanism by adding more real-time feedback loops and adapting to industry trends more proactively (1.3)
3. Expand direct assessments with practical applications and industry involvement to further ensure that learning outcomes remain relevant and aligned with current job market expectations (1.3)
4. Develop programmes to more clearly define the research priorities of the university and forms of cooperation with business organizations (2.2)
5. Establish closer cooperation with labor market employers and actively seek recommendations from labor market employers and visiting staff (2.2)
6. Expand partnerships with international institutions, facilitating faculty exchange programmes and collaborative research opportunities, in order to benefit all programmes by exposing faculty to global standards, innovative teaching practices, and contemporary industry trends relevant to their disciplines. (4.3)
7. Regularly organize interdisciplinary workshops and conferences that involve faculty from all programmes in the cluster, to encourage knowledge sharing, promote interdisciplinary research, and help faculty integrate diverse perspectives into their teaching. (4.3)
8. Establish greater collaboration with employers (5.2)

### **Programme 4 - Bachelor's in Public Administration**

1. Implement simulation-based assessments to improve practical skill development for public administration roles. (1.3)
2. Use real-world public administration case studies in subjects like budgeting and resource allocation to show how financial concepts apply differently in the public sector compared to the private sector, helping students understand the unique aspects of government finance (1.4)
3. Replace financial courses with public sector-focused topics, such as "Public Sector Budgeting," "Fiscal Policy for Public Administrators," or "Nonprofit Financial Management," to align financial skills more closely with public sector needs. (1.4)

4. Introduce specialized courses on topics like "Digital Governance," "Public Sector Ethics," or "Crisis Management" to replace unrelated subjects, thereby providing students with a more focused and applicable skill set. (1.4)

#### **Programme 6 – Bachelor’s Programme in Business Analytics**

1. Establish how graduates will be prepared to study and work internationally in languages other than Georgian (1.1)

#### **Programme 8 – Master’s in Entrepreneurship and Innovation**

1. Ensure external evaluation reflects specific recommendations of professional significance that would serve the development of the programme (5.2)

#### **• Brief Overview of the Best Practices (if applicable)<sup>3[3]</sup>**

The panel identified a series of practices that they considered enhanced academic provision at the institution. These included: high quality campus facilities, an innovative start-up space that is being used by current students and alumni and the appointment of experienced professional invited staff. The panel also considered that the presence of English language programmes was a positive that stood to strengthen graduate employment prospective. More generally, the focus on innovation and entrepreneurship, especially through an explicit taught programme is positive and rare in a national context and therefore of strategic importance. The institution also provided evidence of strong and mutually beneficial collaboration with international partners and a responsiveness to stakeholder feedback (including from students and employers)

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

The panel considered the detailed response from the University concerning the draft report. The panel acknowledges that there was an administrative error that mean it did not receive the correct version of some documentation at the time it was initially supplied. However, the panel were given access to this during the site visit and therefore the report reflects the current and most up-to-date documentation. In various other places in its response the institution referred to changes in documentation that had been made since the site visit to correct errors. Unfortunately, since the report must be based on the documents provided before the visit and the information received during the visit, the panel have not been able to the revised documents and associated changes into account at this stage in the process. Ultimately, the panel cannot consider documents that were not previously provided to it in the course of its work. Where the panel were able to consider the institution’s response it mainly decided to maintain its findings. However, in relation to Standard 1 the panel accepted some of the University’s response and removed and merged several recommendations under Standards 1.3 and 1.4 that ultimately changed the judgement for Programme 4. While the panel recognise that a number of courses have a role in supporting the acquisition of practical skills, students from all courses reported to the panel that this is something they would like to see strengthened within their programmes. The panel would like to commend the institution in that it is evident in the University’s response that a number of recommendations have already been addressed or actioned.

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

**Evaluation approaches for the accreditation experts:**

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

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

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual

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

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

4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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

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

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

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

#### 1.1 Programme Objectives

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

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

The institution uses a series of internal and external reference points in the construction of programmes and their objectives. This includes the mission of the University, which states that the institution's activity is: *"Our activity is the production of knowledge and the education of a person, by which we mean instilling liberal humane values in a person, and equipping him with the knowledge and skills necessary to succeed in honest work."* Reference points also include the strategic development plan of the university, the minimum requirements corresponding to levels 6 and 7 of the National Qualifications Framework and the sectoral benchmarks for business and administration. In addition, in order to compare the programmes in the work process, the successful experience and best practices of different higher education institutions of Georgia and world universities have been analyzed according to the institution. The Programme Development Council are responsible for approving and developing programme objectives.

The institution informed the panel that objectives for programmes grouped in the cluster are formulated clearly, realistically, and from the point of view of attainability. They also describe the knowledge, skills and competencies that the graduate will acquire within the framework of a specific programme. Specifically, the institution state that each programme is designed to prepare a highly qualified, competitive, easily adaptable individual with the competencies required for the modern employment market, a free person with liberal values and principles, who can be employed in the relevant professional field or continue his studies at the next level of higher education based on the knowledge and skills acquired.

#### Description and Analysis - Programme 1 and 2 (Business Administration (Georgian and English Language) BA)

The goals of the Bachelor's Programme in Business Administration are identical irrespective of the language of tuition. The objective is for the graduate to acquire knowledge based on modern and latest

trends in the field of business administration, to form basic entrepreneurial skills, to introduce the strategic, production, financial, administrative, cultural, ethical and legal aspects of management, to develop the social responsibility of business and the importance of corporate ethical norms/principles, so that the graduate can be employed in local and international organizations in middle and low managerial positions. The panel consider that international employment as an objective is more challenging for the Georgian language programme, considering graduates are less likely to be competent in a second international business language that can make the more attractive to international employers.

#### **Description and Analysis - Programme 3 (Business Administration, MA)**

The goal of the programme is for the graduate to acquire deep and systematic knowledge based on the modern and latest trends in the field of business administration, to deepen the ability to independently conduct research using the principles and standards of academic integrity, contribute to the improvement of his knowledge and practical skills to make managerial decisions and deepen the importance of social responsibility and corporate ethics norms/principles for the graduate to work as a middle and high-level manager in both local and international companies.

#### **Description and Analysis - Programme 4 (Public Administration, BA)**

The goal of the bachelor's programme in public administration is to train democratically minded, qualified and competitive public administrators. The programme has been compiled taking into account international experience and a wide area of demand in the public sector employment market and is intended for those who are interested in a successful career in the public service, non-governmental and international organizations.

#### **Description and Analysis - Programme 5 (Human Capital Management and Digital Transformation, MA)**

The programme objective is to provide private and public organizations with a qualified mid- and high-level HR managers for their effective functioning, who have deep and systematic knowledge in human capital management, business vision, skills for collecting, processing and using data in the HR field; can contribute to the creation of an organizational culture based on respect and meritocratic values, demonstrate effective professional relations.

#### **Description and Analysis - Programme 6 and Programme 7 (Business Analytics (Georgian and English) BA)**

The Bachelor's Programme in Business Analytics aims to develop decision-making skills based on business processes. The programme will develop knowledge of innovative tools necessary to improve and optimize business processes. In accordance with the requirements of the labor market, based on interdisciplinary and practice-oriented components, the programme prepares a competitive professional equipped with the latest knowledge, ethical standards and principles of the field, as a result of which it can be employed in private, public and international organizations, in positions such as: Business Management Analyst and Information Technology Business Analyst. The institution state that graduates of the programme will have the competence to continue their studies and research at the master's level, both in Georgia and abroad. As with the panel's findings in relation to the Bachelor's in Business Administration taught in Georgia, the panel considers that the institution needs to establish how graduates will be prepared to study and work internationally in languages other than Georgian.

#### **Description and Analysis - Programme 8 (Entrepreneurship and Innovation)**

The aim of the Master's programme is to create an entrepreneurial innovators in terms of organizational activities that possess all the skills necessary to implement a business idea in a real environment. It is also designed to prepare a graduate students who will be able to contribute to the development of the business already in the market in the field of innovation and evidence-based successful business decision-making. The panel considered that the programme objectives were appropriate and in keeping with comparable objectives for other similar programmes in the field.

### **Evidences/Indicators**

- University Mission
- Labor Market Research Report (Each Programme)
- Programme specification
- Long-Term Action Plan for Strategic Development of the University of Georgia (2023-2030)

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

### **Recommendations and Suggestions according to the programmes:**

#### **Programme 1 (Business Administration, BA)**

**Recommendation(s):** Review the programme to consider how it meets its objective for to provide international careers for its graduates (1.1)

**Suggestion(s):** None

#### **Programme 6 (Business Analytics, BA)**

**Recommendation(s):** None

**Suggestion(s):** Consider that the institution needs to establish how graduates will be prepared to study and work internationally in languages other than Georgian (1.1)

## Evaluation <sup>6[6]</sup>

<b>Component 1.1 - Programme Objectives</b>	<b>Complies with requirements</b>	<b>Substantially complies the requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 Business Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## 1.2 Programme Learning Outcomes

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

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

The University's "Provision of the Educational Programme" states that the University has a programme learning outcomes assessment mechanism that evaluates with measurable criteria and ensures appropriate stakeholder engagement to ensure competency-based learning. The main mechanism for evaluating the results of study at the university is the Programme Development Council, which is created individually for each programme. To achieve this the institution focuses on developing outcomes for competence-oriented learning with practical relevance. These outcomes are then subject to institutional assessment and continuous improvement.

The institution informed the panel that learning outcomes are determined according to the level of study on the national qualification framework, and includes the competencies to be achieved at 3 levels: knowledge-awareness, skills and responsibility and autonomy. The level of learning determines the level of complexity of the learning outcomes. The learning outcomes also take into account the sectoral characteristics, the analysis of the survey of employers, the results of the survey of academic/invited personnel implementing the programme, the analysis of surveys of graduates and students. In order to take into account the specifics of the field in the learning outcomes, academic and visiting staff, students and graduates were involved in the development process.

The institution also claim, in the self-evaluation report, that the learning outcomes take account of 'best practices' available in the world by analyzing similar programmes or sectoral characteristics. Furthermore, the outcomes were formed using Bloom's updated taxonomy, so allow for the creation of outcomes that can be arranged according to the level of difficulty.

The self-evaluation report also states that the learning outcomes of each programme grouped in a cluster are measurable, achievable and realistic and are logically related to the goals of the programme, which is reflected in the compliance maps of goals and outcomes. The university therefore believes that each programme grouped in the cluster using selected learning methods ensures that the student-centered learning model is implemented in practice.

However, upon review the panel found that there were some deficiencies in the processes for mapping learning outcomes to individual courses and assessments. They therefore consider that this needs to be reviewed in order to ensure that is comprehensive, accurate and fit for purpose. The panel also found that outcomes are presented in a varied format within programme specifications, with some simply listed while others separate outcomes into knowledge, skills/abilities and responsibility and

autonomy. The panel considers the latter approach is more helpful for students to develop an understanding of the different forms of outcomes they will achieve.

#### **Description and Analysis - Programme 1 and 2 (Business Administration (Georgian and English Language, BA)**

Among others, learning outcomes for the programmes include an expectation that the student will be able to thoroughly and comprehensively discuss the contemporary concepts, techniques, theories, and models of many functional business management areas. The outcomes also indicate that the student will be proficient in using basic marketing concepts and be able to critically and persuasively explain the features of a company's strategic and marketing plans. Students will also be able to conduct independent research and adhere to principles of academic integrity. Furthermore, they will be able to analyze risks affecting business in a free market system.

#### **Description and Analysis - Programme 3 (Business Administration, MA)**

Upon completion of the programme students will be able to systematically discuss, in depth, modern concepts, approaches, theories and models related to various functional areas of business management. They will also be able to identify and analyze challenges arising from the dynamic environment, as well as within the realms of organizational process management and the functional business landscape, formulate contemporary business strategies. They will be familiar with using modern economic theories and models to make independent management decisions. They will also be able to effectively introduce results from practical research projects.

#### **Description and Analysis - Programme 4 (Public Administration, BA)**

Students studying the Public Administration programme will develop a knowledge and understanding of theories of public governance, the forms and principles of the state's political and administrative arrangement, the structure and functions of central and local government bodies and their formal interactions and informal work channels. They will also be able to identify and critically discuss public service delivery and institutional development management features. Students will be able to process legal documents, interpret law and court decisions and carry out research projects.

#### **Description and Analysis - Programme 5 (Human Capital Management and Digital Transformation, MA)**

The Human Capital Management and Digital Transformation programme has a more limited series of outcomes compared to other programmes in the cluster. Students will be able to critically discuss the role of job analysis and planning in personnel selection, evaluation, development, compensation and creating a safe work environment as well as organizational structure, roles, transformation facilitation, team integration and team management methodologies. Students will acquire knowledge of leadership practices and be able to analyze changes in the labor market landscape. Despite the presence of research methods and project related courses in the syllabus there is no reference to either of these as learning outcomes of the programme. The panel considers this needs correcting.

#### **Description and Analysis – Programmes 6 and 7 (Business Analytics, BA)**

The Business Analytics programme outcomes state that students will be able to describe the main functional areas of business management, processes in functional areas, discuss the fundamental concepts and vital tools of modern business analytics. They will also be able to analyze the activities of

organizations and describe in detail the business environment through SWOT and PESTEL analysis. Students will be able to use mathematical, statistical and probabilistic tools when solving business problems, including data analysis methods and tools for data visualization and results modelling. Among other outcome, students will be able to develop and conduct research and project work and present results using appropriate technologies. They will also be able to follow the principles of leadership and cooperation while working in a team. The institution has two programme specifications available online for Business Analytics taught in English, the status and interrelationship of these specifications should be clarified for stakeholders.

### **Description and Analysis - Programme 8 (Entrepreneurship and Innovation)**

The programme has 10 learning outcomes that include the ability to use communication and leadership skills in managing organizations and communicating with those involved in the process. Students gain practical experience in recruiting and managing personnel in an innovative project. They are also able to explain the law and regulations in entrepreneurship and demonstrate systematic knowledge of innovative product and service processes, and PR and marketing strategies. Students will also be able to evaluate customer-oriented product design.

### **Evidences/Indicators**

- Programme specification
- Stakeholder Research Reports
- Instructions for Direct and Indirect Quality Assessment of the School of Business and Administrative Sciences
- Programme Results Matrix
- Site visit interviews

#### **General recommendations of the cluster:**

Review the mapping process for learning outcomes to courses within the programme and assessment to ensure it is comprehensive, accurate and fit-for-purpose (1.2)

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

Establish a consistent approach to the format of learning outcomes within programme specifications (1.2)

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 5 Human Capital Management and Digital Transformation (MA)**

**Recommendation:** Ensure that learning outcomes make suitable references to the project management and research skills students will acquire on completion of the programme (1.2)

**Suggestion:** None

##### **Programme 7 Business Analytics (English, BA)**

**Recommendation:** Clarify the status and interrelationship of the two programme specifications available online for Business Analytics taught in English (1.2)

**Suggestion:** None

**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 (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The educational programmes grouped in this cluster largely comply with the requirements of the standard component concerning the evaluation of learning outcomes, faculty development, and alignment with industry standards. Each programme incorporates a range of assessment methods, including direct (exams, projects, case studies) and indirect evaluations (student surveys, employer feedback), to measure the achievement of learning outcomes. This multifaceted approach allows the programmes to adapt to evolving academic and industry expectations, supporting a high-quality learning experience.

The compliance of each programme is strengthened by structured feedback mechanisms, industry partnerships, and opportunities for continuous faculty professional development. Programmes such as the English-language Master's in "Entrepreneurship and Innovation" and "Human Capital and Digital Transformation" demonstrate strong alignment with industry needs through partnerships with UC Berkeley and other institutions, ensuring global relevance and updated curriculum standards. Additionally, programmes like "Business Analytics" emphasize interdisciplinary skills, aligning their content with technological advancements and data-driven business practices.

However, there are opportunities to enhance compliance further. Across programmes, increased frequency of real-time assessments, a greater focus on competency-based metrics, and closer engagement with industry practitioners are recommended to ensure that each programme remains responsive to both student needs and market demands. By strengthening these areas, the programmes can further ensure that learning outcomes are consistently met and aligned with the highest academic and professional standards, reinforcing their compliance with the standard component requirements.

#### **Description and Analysis - Programme 1 (Bachelor in "Business Administration")<sup>7[7]</sup>**

The programme evaluates learning outcomes through both direct and indirect methods, such as tests, essays, exams, and presentations. Learning outcomes are assessed regularly at the end of each semester, and results are compared with predefined target benchmarks. The evaluation involves close collaboration between academic staff and the programme manager, ensuring that course components support intended outcomes.

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<sup>7[7]</sup> **In case of necessity**, describe, analyse and evaluate the 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.

In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

### **Description and Analysis - Programme 2 (Bachelor in "Business Administration")**

Similar to the Georgian-language programme, this programme uses a structured curriculum map to align learning outcomes with courses. The assessment includes direct methods like exams and essays and indirect methods, such as employer feedback and graduate surveys. Analysis of assessment results supports continuous improvements, with adjustments made based on target achievement comparisons.

### **Description and Analysis - Programme 3 (Master in "Business Administration")**

The Master's programme employs a more advanced evaluation mechanism, using specific benchmarks for each outcome to assess students' higher-level competencies in management and research. Assessment methods include research projects and case studies, reflecting the programme's focus on applied knowledge. Regular analysis of these outcomes informs curriculum updates to meet evolving industry standards.

### **Description and Analysis - Programme 4 (Bachelor in "Public Administration")**

The programme's learning outcomes are crafted to build a strong foundation in public sector knowledge, covering areas like policy analysis and public ethics. Outcomes are mapped across the curriculum to ensure students develop progressively from foundational knowledge to applied skills. Direct assessments, including exams and policy projects, and indirect evaluations, such as feedback from graduates and employers, are used to evaluate the achievement of learning outcomes. Regular alignment with sector-specific standards and stakeholder feedback supports continuous improvement.

For the Public Administration programme, learning outcomes are evaluated through periodic assessments and feedback from external stakeholders, including public sector employers. The curriculum map identifies courses that reinforce specific outcomes, and assessment results guide curriculum refinement to better meet public administration competencies.

While these methods are valuable, a more proactive approach to gathering feedback mid-programme would enhance curriculum responsiveness. Additionally, introducing simulations or scenario-based assessments could improve students' practical skills for public administration roles.

### **Description and Analysis - Programme 5 (Master in "Human capital and digital transformation")**

This programme utilizes the T-shaped competence model, focusing on both human capital management and digital integration skills. Learning outcomes are structured around four competency levels and are evaluated using a combination of simulations, role-playing exercises, and case studies. The outcomes are informed by labor market demands and sectoral best practices, ensuring they are achievable, realistic, and measurable. Ongoing assessments and feedback loops allow for refinement based on programme evaluation results.

### **Description and Analysis - Programme 6 (Bachelor in "Business Analytics")**

This programme's learning outcomes emphasize data literacy, analytical skills, and decision-making based on business intelligence. The curriculum is mapped to reinforce competencies at introductory, deepening, and reinforcement levels. Assessment methods include direct tasks, such as data analysis projects and exams, and indirect methods, including graduate feedback and employer evaluations. The

programme outcomes are periodically reviewed to maintain alignment with current industry needs in analytics.

### **Description and Analysis - Programme 7 (English language Bachelor in "Business Analytics)**

This programme follows a structured approach, using both direct and indirect assessment methods to evaluate student proficiency in analytics. The programme focuses on real-world applications, assessing students through projects and industry-related tasks. Feedback from external stakeholders plays a significant role in shaping outcome evaluations, ensuring alignment with global analytics standards.

### **Description and Analysis - Programme 8 (Master in "Entrepreneurship and Innovation)**

The programme evaluates outcomes using benchmarks that measure skills like creativity, strategic thinking, and project management. Evaluations include direct assessments, such as business model development, and indirect methods, such as feedback from industry experts. These evaluations are conducted periodically to keep the programme aligned with entrepreneurial and innovative industry needs.

### **Evidences/Indicators**

- Educational Programme Provision;
- Minutes of the Programme Development Council
- Questionnaires

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

Enhance the programme evaluation mechanism by adding more real-time feedback loops and adapting to industry trends more proactively (1.3)

Expand direct assessments with practical applications and industry involvement to further ensure that learning outcomes remain relevant and aligned with current job market expectations (1.3)

### **Recommendations and Suggestions according to the programmes:**

**Programme 4 - Bachelor's Educational Programme in "Public Administration"**

**Recommendation(s):** None

**Suggestion(s):** Implement simulation-based assessments to improve practical skill development for public administration roles. (1.3)

### **Evaluation**

<b>Component 1.3 Evaluation Mechanism of</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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**the Programme Learning  
Outcomes**

<b>Programme 1 Business Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

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

The study programmes included in this cluster are designed to adhere to national standards, the principles of the Bologna Process, and institutional regulations. The development of these programmes is executed in a timely manner, ensuring that they are responsive to the demands of the labor market while drawing on local and international best practices for benchmarking. Programme updates are grounded in the most recent research findings and contemporary trends. The process actively involves all pertinent stakeholders to ensure a comprehensive approach. Transferable competencies are cultivated to ensure that students possess the qualifications necessary for their intended fields. The programmes are designed to integrate educational, practical, and research components, thereby facilitating advancement to higher levels of education. Students develop the essential knowledge, skills, and competencies required for the pursuit of successful professional careers.

#### **Description and Analysis - Programme 1 Business Administration (BA)**

The Business Administration programme has been designed in accordance with the regulations related to the planning and development of educational programmes, as approved by the University of Georgia. The prerequisites and admission processes for this programme are aligned with existing legal standards. The content, volume, and complexity of the curriculum are appropriate for the Bachelor's level of higher education. The programme adheres to the European Credit Transfer System (ECTS) and encompasses a minimum total of 240 ECTS credits.

To obtain a Bachelor of Business Administration degree, a student is required to accumulate a total of 240 ECTS credits. This includes the successful completion of the core subjects of the programme, which comprise 156 ECTS credits. In addition, the student must earn 24 ECTS credits from the compulsory elective blocks, including 12 ECTS from the STEM block and 12 ECTS from the humanitarian-social block. The remaining credits may be completed through the selection of additional subjects within the bachelor's programme. It should be noted, that in the programme structure the largest part of the learning component considers the preconditions. Compulsory courses of specialty aim at developing students' knowledge in the main areas of business study, fundamentals of marketing, fundamentals of finance and project management etc. The programme concludes with the final thesis, the business project, it should be mentioned that, for the final BA project, several courses are set up as a precondition: Fundamentals of Strategic Management, Statistics, Fundamentals of Finance, Business Relations, Fundamentals of Marketing. Considering the complexity of the BA project the expert panel recommends defining all mandatory courses for the final BA project. Herewith, the compulsory programme grid requires an update to incorporate courses related to entrepreneurship and innovation management.

### **Description and Analysis - Programme 2 Business Administration (BA English)**

The structure and content of the Business Administration programme conducted in English is largely comparable to that of the Business Administration programme offered in Georgian. The programme adheres to the European Credit Transfer System (ECTS) and encompasses a minimum total of 240 ECTS credits. To obtain a Bachelor of Business Administration degree, a student is required to accumulate a total of 240 ECTS credits. This includes the successful completion of the core subjects of the programme, which comprise 156 ECTS credits and accumulation of 84 credits from the remaining subjects of the Bachelor of Business Administration programme. The programme concludes with the final thesis - business project, it should be mentioned, that for the final BA project several courses are set up as a precondition: Financial Accounting I (Fundamentals, Part I), Fundamentals of Management, Fundamentals of Marketing. The expert panel concludes, that considering the complexity of the BA project, it's recommended to define all mandatory courses as a prerequisite for the final BA project. Herewith, the compulsory programme grid requires an update to incorporate courses related to entrepreneurship and innovation management.

### **Description and Analysis - Programme 3 Business Administration (MA English)**

The master's programme has a duration of two years, during which students are required to complete a total of 120 credits. The completion of the programme's core subjects entails the successful accumulation of 84 ECTS, in addition to 36 ECTS derived from supplementary courses within the Master of Business Administration programme. The programme encompasses a compulsory 30-credit master's thesis, designed to foster the development of research competencies and the structured organization of acquired knowledge. In the study programme, courses are offered without any prerequisites. The panel recommends that the programme development team conduct a thorough review of the MA programme structure and incorporate the necessary prerequisites. This adjustment is expected to enhance academic rigor and ensure that students successfully attain the intended learning outcomes for both the courses and the overall programme.

### **Description and Analysis - Programme 4 (Bachelor in "Public Administration")**

The programme presents a structured curriculum aimed at developing competencies in public administration through a combination of theoretical knowledge and practical skills across managerial, political, legal, and economic dimensions. However, several critical points emerge regarding its structure and content. The panel consider there is an overemphasis on general knowledge and a consequent lack of specialization: The programme includes broad foundational courses, especially in the first few semesters, with a heavy emphasis on general subjects like politics, economics, and law. While these are essential, the programme lacks early specialization in public administration, which may delay students' focused skill development in core areas of public administration. The panel consider that the institution should conduct a curriculum review that results in a shift of the curriculum's focus from general business topics to subjects that emphasize public policy, governance, and administrative leadership by reducing business-related courses and expanding courses directly related to the functions and challenges of the public sector.

There panel also consider there is an insufficient focus on practical application. Despite the programme's inclusion of action-oriented learning methods (e.g., project-based learning, case studies), there is limited integration of experiential learning opportunities, such as internships or fieldwork, especially in the earlier stages. This lack of practical application could hinder students from acquiring

real-world insights and practical experience in public administration roles, which are critical in preparing for employment in this field.

There is also an underrepresentation of contemporary public sector challenges. While the programme does cover core concepts in public administration, there is minimal emphasis on contemporary issues, such as digital governance, public sector innovation, and policy analysis technologies, which are increasingly relevant in modern public administration. This gap may leave graduates less prepared to tackle the evolving challenges of the public sector. Public administration increasingly requires a cross-disciplinary approach, involving insights from fields like technology, data analytics, and environmental policy. The current curriculum offers limited exposure to these interdisciplinary elements, but offers much more from the financial field, which could restrict students' ability to adopt holistic approaches to governance and policymaking.

Finally, with respect to this programme there is a limited focus on global and comparative perspectives. Although the programme mentions international public administration frameworks, it lacks a strong comparative component that systematically examines public administration practices across different countries. This could restrict students' understanding of how other nations address governance challenges, which is essential for cultivating a global perspective in public administration.

#### **Description and Analysis - Programme 5 Human capital management and digital transformation**

According to the self-evaluation report the master's programme in human capital management and digital transformation covers the programme's core subjects and entails the successful accumulation of 78 ECTS and a further 42 ECTS that must be completed from the elective subjects of the programme. The goal of the master's programme in human capital management and digital transformation is to provide private and public organizations with qualified middle and high-level HR managers necessary for their effective functioning. It is essential to emphasize that the final qualification to be conferred will be the Master of Management. In light of this, it is recommended to conduct a thorough review of the structure of the Master programme in Human Capital Management and Digital Transformation. Additionally, it is important to ensure the incorporation of the requirements specified in the Subject Benchmark Statement of Management.

#### **Description and Analysis - Programme 6 Business Analytics (BA)**

To attain a bachelor's degree in Business Analytics, students are required to earn a total of 240 (ECTS). It is essential to highlight that there are inconsistencies in the distribution of ECTS credits when comparing the self-evaluation report with the programme description document. The programme includes courses focused on the development of theoretical knowledge and practical skills necessary for research and analysis. The bachelor's degree programme gives students an opportunity to choose elective components. The prerequisites and admission processes for this programme are aligned with existing legal standards and the content, volume, and complexity of the curriculum are appropriate for the bachelor's level of higher education. The programme takes into account the results of new research and modern achievements of the field. The programme concludes with the final thesis – BA project in business analytics offered without precondition. The expert panel concludes, that considering the complexity of the BA project, it's recommended to define all mandatory courses as a prerequisite for the final BA project.

#### **Description and Analysis - Programme 7 Business Analytics (English)**

The Business Analytics (English) programme closely mirrors the Georgian-language equivalent. The bachelor's programme in Business Analytics prepares graduates to make informed decisions grounded in business processes and data analytics within the context of the digital age. This programme focuses on developing essential skills that are crucial for navigating the complexities of contemporary business environments. The programme includes courses focused on the development of theoretical knowledge and practical skills necessary for research and analysis. The programme also gives students an opportunity to choose elective components. The prerequisites and admission processes for this programme are aligned with existing legal standards. The content, volume, and complexity of the curriculum are appropriate for the bachelor's level of higher education. The programme takes into account the results of new research and modern achievements of the field and concludes with the final thesis – BA project in business analytics offered without precondition. The expert panel concludes, that considering the complexity of the BA project, it's recommended to define all mandatory courses as a prerequisite for the final BA project.

### **Description and Analysis - Programme 8 Entrepreneurship and Innovation (English)**

The objective of the master's programme in entrepreneurship and innovation is to equip students with the competencies required to assume high-level managerial positions. Graduates will be prepared to make independent and informed business decisions within the realms of entrepreneurship, innovation, and management. To attain an academic degree, a student is required to accumulate a total of 120 credits, of which 110 credits (ECTS) comprise the compulsory component. This component consists of 70 ECTS dedicated to study courses, 10 ECTS for practical experience, and 30 ECTS allocated to the master's project. The remaining 10 credits should be selected from the optional subjects offered within the programme.

### **Evidences/Indicators**

- Bachelor of Business Administration programme and syllabuses;
- Business Administration Master's Programme and Syllabuses;
- Master's programme of public administration and syllabuses;
- Human capital management and digital transformation programme and syllabuses;
- Business Analytics programmes and syllabuses;
- Entrepreneurship and Innovation (English) programme and syllabuses;
- Self-evaluation report;
- Interviews;

**General recommendations of the cluster:** None

**General suggestion of the cluster:** None

### **Recommendations and suggestions according to the programmes:**

#### **Programme 1 Business Administration (BA)**

#### **Recommendation(s):**

- Update the prerequisites for the final BA project and define all mandatory courses considered in the study programme. (1.4)
- Update the programme core subjects to incorporate courses related to entrepreneurship and innovation management. (1.4)

**Suggestion(s):** None

**Programme 2 Business Administration (BA English)**

**Recommendation(s):**

- Update the prerequisites for the final BA project and define all mandatory courses (1.4)
- Update the programme core subjects to incorporate courses related to entrepreneurship and innovation management (1.4)

**Suggestion(s):** None

**Programme 3 Business Administration (MA English)**

**Recommendation(s):** Carefully review the MA programme structure and incorporate necessary prerequisites (1.4)

**Suggestion(s):** None

**Programme 4 - Bachelor's Educational Programme in "Public Administration"**

**Recommendation(s):**

- Conduct a curriculum review to identify and remove courses that do not directly contribute to the core competencies required in public administration, ensuring that each subject supports the programme's goals of preparing students for public sector roles. Limit the number of courses focused on financial topics that are more relevant to business administration than public administration, allowing students to focus more on core public administration content. (1.4)
- Integrate practical public administration case studies into the curriculum by redesigning certain courses to focus on examples specific to public administration instead of general financial or business scenarios, which may not be directly applicable to public sector roles. (1.4)

**Suggestion(s):**

- Use real-world public administration case studies in subjects like budgeting and resource allocation to show how financial concepts apply differently in the public sector compared to the private sector, helping students understand the unique aspects of government finance (1.4)
- Replace financial courses with public sector-focused topics, such as "Public Sector Budgeting," "Fiscal Policy for Public Administrators," or "Nonprofit Financial Management," to align financial skills more closely with public sector needs. (1.4)
- Introduce specialized courses on topics like "Digital Governance," "Public Sector Ethics," or "Crisis Management" to replace unrelated subjects, thereby providing students with a more focused and applicable skill set. (1.4)

**Programme 5 Human capital management and digital transformation**

**Recommendation(s):**

- Conduct a thorough review of the structure of the Master programme in Human Capital Management and Digital Transformation to ensure the incorporation of the requirements specified in the Subject Benchmark Statement of Management. (1.4)

**Suggestion(s):** None

**Programme 6 Business Analytics (BA)**

**Recommendation(s):**

- Define all mandatory courses as a prerequisite for the final BA project (1.4)

**Suggestion(s):** None

**Programme 7 Business Analytics (BA English)**

**Recommendation(s):**

- Define all mandatory courses as a prerequisite for the final BA project (1.4)

**Suggestion(s):** None

**Evaluation**

<b>Component 1.4 Structure and Content of Educational Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 Business Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

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

The course content and corresponding credit allocation are designed to achieve the defined learning outcomes associated with this subject. Furthermore, the curriculum and learning outcomes within the core area ensure that the overarching learning objectives of the programme are successfully attained. The balance between contact hours and independent study is appropriate, taking into account the unique aspects of each course. The number of contact hours aligns well with the course content and intended outcomes. Additionally, the syllabi for academic courses within the cluster programmes are organized in a coherent manner, clearly detailing each component.

#### **Description and Analysis - Programme 1 (Business and Administration, I Level)**

In the business administration programme (BA) each course syllabus contains information regarding the objectives of the course, instructional methodologies, and anticipated learning outcomes. Additionally, it provides a detailed outline of weekly topics, relevant literature, individual assignments, and the assessment methods for each course component. Furthermore, the syllabus specifies clear criteria that align student performance with the corresponding grading scale. The programme consists of both compulsory courses and elective courses. The compulsory specialty courses are designed to deepen students' understanding of fundamental concepts within key areas of business administration. Mandatory literature and other learning materials indicated in the syllabuses correspond to the learning outcomes of the course/subject and ensure the achievement of the learning outcomes of the programme.

In the core course "Ethical and Legal Environment of Business", works published in 2011 and 2015 are listed as "Main Literature." However, the panel consider that due to legislative changes, it is necessary to update the mandatory literature. For example, the following works exist: Kharashvili A., Georgian Business Law, Tbilisi, 2022, and V. Khizanishvili, Business Ethics (Textbook), Tbilisi, 2018.

#### **Description and Analysis - Programme 2 Business Administration (BA English)**

The programme adheres to the European Credit Transfer System (ECTS) and encompasses a minimum total of 240 ECTS credits. To obtain a Bachelor of Business Administration degree, a student is required

to accumulate a total of 240 ECTS credits. This includes the successful completion of the core subjects of the programme, which comprise 156 ECTS credits and accumulation of 84 credits from the remaining subjects of the Bachelor of Business administration programme. The “Programme Map of Learning Outcomes” indicates which courses or programme components contribute to each programme learning outcome. Generally, course learning outcomes (CLOs) are stated clearly and support the programme learning outcomes.

### **Description and Analysis - Programme 3 Business Administration (MA English)**

The master's programme has a duration of two years, during which students are required to complete a total of 120 credits. The completion of the programme's core subjects entails the successful accumulation of 84 ECTS, in addition to 36 ECTS derived from supplementary courses within the Master of Business Administration programme. The programme encompasses a compulsory 30-credit master's thesis, designed to foster the development of research competencies and the structured organization of acquired knowledge. Each course comes with a comprehensive subject descriptor, which is neatly organized in the course syllabi. These syllabi outline key information such as course objectives, teaching methods, and learning outcomes. Additionally, they provide a detailed overview of weekly topics, relevant literature, assigned individual work, and assessment methods for each component. There are also clear criteria that connect student performance to their grades.

### **Description and Analysis - Programme 4 (Public Administration, I Level)**

The core subjects in the Public Administration programme, such as "Introduction to Public Administration," "Public Policy Process," and "Local Politics and Governance," are well-aligned with the learning outcomes, providing foundational knowledge and skills. The credit allocation for these subjects generally reflects the level of depth required to achieve the intended outcomes, allowing students to build a solid understanding of public sector operations, policy development, and governance. Some subjects, particularly those focused on business-oriented topics (e.g., "Principles of Finance" and "Financial Accounting"), appear to have a relatively high credit load despite having limited direct relevance to public sector-focused learning outcomes. The time spent on these topics may reduce the opportunity to explore more pertinent public administration skills, such as public budgeting, regulatory affairs, or digital governance, which could better support the intended learning outcomes of a public administration-focused degree.

Courses within the main field of public administration, such as "Administrative Leadership and Ethics," "Public Policy Analysis," and "Human Resource Management in Public Organizations," are aligned with the programme's overall objectives, such as developing ethical public administrators, understanding government structures, and preparing for leadership roles. These courses collectively support the programme's learning outcomes by building the competencies required for effective public sector administration. The programme could enhance its focus on emerging fields, such as digital governance, public sector innovation, and sustainable policy-making, which are crucial for modern public administration. This would make the course content more relevant to contemporary governance challenges and ensure that learning outcomes reflect the dynamic needs of today's public sector. Additionally, the inclusion of more interdisciplinary topics could enhance students' ability to address complex, multifaceted public administration issues.

The syllabi for key public administration courses generally include foundational texts, case studies, and academic articles that offer comprehensive insights into the public sector. The study materials,

particularly for courses such as "Public Policy Process" and "Administrative Law," provide a mix of theoretical knowledge and practical applications, which helps students understand real-world public administration challenges and prepares them to meet the programme's learning outcomes. The programme would benefit from regularly updating its study materials to include more recent publications, particularly in fields such as e-governance, public sector technology, and crisis management. This update would ensure that students have access to the latest developments and research in public administration, which would better prepare them to meet the evolving demands of the field. Additionally, integrating case studies from diverse geopolitical contexts could provide a more global perspective, enabling students to understand public administration from an international standpoint.

The panel also made a number of observations with respect to particular courses. "Fundamentals of Insurance" is included as an elective course. The mandatory literature for this course lists only one work, and it is an English-language publication. When discussing the bachelor's level, it is inherently necessary to cover Georgian insurance legislation in addition to general foundations and principles, so that students can develop an understanding of insurance regulation fundamentals at the national level. This becomes even more evident when the course syllabus content clearly integrates legal foundations of insurance regulation. Therefore, considering these circumstances, the mandatory literature for "Fundamentals of Insurance" should include at minimum the Georgian Law "On Insurance" and the Civil Code of Georgia, as well as other relevant laws as needed. Additionally, there is a clear need for the course syllabus's mandatory literature to include theoretical works about Georgian legislation. The following works exist: Tortorano, P., Mariconda, C., Signorini, E., Tsiskadze and others, Commentary on Georgian Insurance Law: In 3 volumes. Vol. 1, Insurance (Arts. 799-819)" /editor A. Borroni, Tbilisi, 2022, Khurtsidze, T., Insurance Law: Theoretical Foundations and Practical Experience [Textbook]. Tbilisi, 2019; K. Kokaia, "Insurance in Georgia", Tbilisi, 2012.

### **Description and Analysis - Programme 5 (Human Capital Management and Digital Transformation, II Level)**

The Master's programme in Human Capital Management and Digital Transformation covers the programme's core subjects entails the successful accumulation of 78 ECTS and a further 42 ECTS that must be completed from the elective subjects of the programme. Every course includes a detailed subject descriptor, carefully presented in the course syllabi. These syllabi provide essential information, including the course objectives, teaching approaches, and anticipated learning outcomes. As mentioned in Standard 1.4 it is important to ensure the incorporation of the requirements specified in the Subject Benchmark Statement of Management. Considering this, programme must encompass specific courses that are essential to management studies.

Specifically, within the "Human Capital Management and Digital Transformation" Master's programme, "Legal Frameworks of Labor Legislation" is presented as a core subject. Its mandatory literature includes "Georgian Labor Law and International Labor Standards" published in 2017, but the author(s) are not specified. This work should be clarified with relevant data as follows: "Shvelidze Z., Bodone K., Todria T., Khazhomia T., Gujabidze N., Meskhishvili K., Georgian Labor Law and International Labor Standards (Handbook for Judges, Lawyers, and Law Teachers), International Labor Organization Publication, Tbilisi, 2017." The panel considers it would be beneficial to include the latest works in the mandatory literature for this subject, while moving the older studies to "Additional Literature". For example, among the latest works, the following are noteworthy: Kardava E., Gasitashvili E., Bakakuri

N., Kartoziya M., Lipartia N., European Union Court of Justice Practice and Georgian Labor Law, (Second Part), Tbilisi, 2020; Takashvili S., M. Khvedelidze, E. Shengelia, Practical Guide to Labor Law, Tbilisi, 2021; Gasitashvili E., Bakauri N., Kardava E., Kartoziya M., Lipartia N., European Union Court of Justice Practice and Georgian Labor Law, Tbilisi, 2019. It would be good for the course leader to emphasize the latest works in the "Mandatory Literature" section.

The panel also considers that there appears to be significant content overlap between certain courses in the Human Capital Management and Digital Transformation programme. Specifically, research methods, ethics, and issues concerning the literature review are covered in multiple courses and the panel considers there should be a clear and unambiguous delineation.

### **Description and Analysis - Programme 6 Business Analytics (BA), Programme 7 Business Analytics (BA English)**

To obtain a bachelor's degree in Business Analytics, students must earn a total of 240 ECTS credits. The programme includes courses focused on the development of theoretical knowledge and practical skills necessary for research and analysis. The degree programme gives students an opportunity to choose elective components. The prerequisites and admission processes for this programme are aligned with existing legal standards. The Business Analytics (English) programme is designed to closely align with the Georgian-language equivalent. This Bachelor's programme prepares graduates to make informed decisions based on business processes and data analytics in the context of the digital age. It focuses on cultivating essential skills that are vital for effectively navigating the complexities of contemporary business environments. The programme course syllabi outline key information such as course objectives, teaching methods, and learning outcomes. Additionally, they provide a detailed overview of weekly topics, relevant literature and assigned individual work.

### **Description and Analysis - Programme 8 (Entrepreneurship and Innovation, II Level)**

In order to earn an academic degree, students are required to accumulate a total of 120 credits. Of these, 110 credits (ECTS) are classified as compulsory. This compulsory component consists of 70 ECTS allocated to study courses, 10 ECTS designated for practical experience, and 30 ECTS assigned to the master's project. The remaining 10 credits should be selected from the elective subjects available within the programme. Each course comes with a comprehensive subject descriptor, which is neatly organized in the course syllabi. These syllabi outline key information such as course objectives, teaching methods, and learning outcomes. Additionally, they provide a detailed overview of weekly topics and relevant literature.

The panel consider it would be beneficial to update the Georgian-language mandatory literature for the course "Legislation and Regulations in Entrepreneurship and Innovation" in the programme. While the course currently lists the Law on Entrepreneurs and the lecturer's teaching materials, it is essential to also use existing theoretical sources. This is even more important since the latest Law on Entrepreneurs and approaches came into effect in 2022. The following recent works (textbooks) exist in the Georgian space: Kharashvili A., Georgian Business Law, Tbilisi, 2022; Burduli I., Makharoblishvili

G., Tokhadze A., Zubitashvili N., Aladashvili G., Maghradze G., Egnatashvili D., Corporate Law, Tbilisi, 2022.

### **Evidences/Indicators**

- Self-evaluation report;
- Interviews with programme supervisors, academic and invited staff.
- Bachelor of Business Administration programme and syllabuses;
- Business Administration Master's Programme and Syllabuses;
- Master's programme of public administration and syllabuses;
- Human capital management and digital transformation programme and syllabuses;
- Business Analytics programmes and syllabuses;
- Entrepreneurship and Innovation (English) programme and syllabuses;
- Programme "Entrepreneurship and Innovation";
- Programme "Human Capital Management and Digital Transformation";
- Programme "Public Administration";
- Programme "Business and Administration";
- Self-evaluation report;
- Syllabi;
- Interview results with academic and visiting lecturer.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

### **Recommendations and suggestions according to the programmes:**

#### **Programme 5 Human capital management and digital transformation**

##### **Recommendation(s):**

- Ensure the programme encompasses specific courses that are essential to management studies (1.5)

#### **Programme 8: Masters Entrepreneurship and Innovation**

##### **Recommendation(s):**

- Update the Georgian-language mandatory literature for the course "Legislation and Regulations in Entrepreneurship and Innovation" (1.5)

### **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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

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

<b>Programme 3 Business Administration (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input type="checkbox"/>	<input checked="" 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.

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

The institution considers that the prerequisites for admission to academic programmes at the university take into account the specifics of the programme and ensure the admission of applicants with the knowledge, skills and competence necessary to overcome the programme of study. Enrolment in the Georgian bachelor's programmes included in the cluster is carried out in accordance with the results of the unified national exams or the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011). Information regarding prerequisites is available on the institution's website.

Enrolment in the English-language bachelor's programmes included in the cluster is carried out if the English language (B1 level 70%) and other legal requirements are met. In particular, citizens of Georgia must successfully pass the unified national exams. Foreign applicants who have received a full general secondary education abroad or its equivalent, and/or studied abroad during the last two years of general secondary education, or students who have lived in a foreign country for the last two or more years and are studying abroad in higher education institutions recognized by the laws of the host country will be able to enrol in the programme without passing the unified national exams according to the Order No. 224 / N (December 29, 2011) of the Ministry of Education and Science of Georgia. International certificates are accepted to confirm the level of English:

- TOEFL IBT – minimum score 70
- IELTS – minimum score 4.5
- PTE General – minimum level B1.
- FCE – minimum level B
- CPE – pass
- CAE – pass

For students who do not have a certificate of English language proficiency, the University of Georgia will conduct an appropriate B1 level test, where passing 70% of the test will be considered as proof of competence.

Enrollment in the Georgian-language master's programmes included in the cluster is carried out on the basis of the results of common master's exams or in accordance with the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011), successful passing of the English language (written) exam, oral interview, administrative registration and the order of the presidents. International certificates are accepted to confirm the level of English:

- TOEFL IBT – minimum score 80.
- IELTS – minimum score 6.5.
- PTE General – minimum level B2.
- FCE – minimum level B.
- CPE – pass
- CAE – pass

Similarly, to the bachelor's programmes those without a certificate will be admitted following a result of 70% in B2 level test.

Enrolment in the English-language master's programmes requires students to meet English language (B2 level) and other legal requirements. In particular, citizens of Georgia must successfully pass common master's exams. Foreign citizens who have received a full bachelor's degree abroad or its equivalent and/or have studied or lived abroad in the previous 2 years will be able to enrol in the programmes without passing the unified national exams according to the Order No. 224 / N (December 29, 2011) of the Ministry of Education and Science of Georgia. International certificates are accepted to confirm the level of English and grade requirements are the same as for entrance to the Georgian language Master's programmes.

#### **Description and Analysis - Programme 1 (Business Administration, BA)**

Enrolment of students in the bachelor's programme of business administration is carried out according to the rules established by the law, in particular, the enrolment of students at the first level of academic higher education (Bachelor's programmes) is carried out in accordance with the results of the unified national exams or the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011), ministerial registration

#### **Description and Analysis - Programme 2 (Business Administration (English Language, BA)**

Enrolment of students in the English-language Bachelor's Programme in Business Administration is carried out according to the rules established by the law, in particular, the enrolment of students at the first level of academic higher education (undergraduate programmes) is carried out according to the following rules: the prerequisite for admission to the programme is English language (B1 level 70%) and other legal requirements, in particular, citizens of Georgia must successfully to pass unified national exams.

#### **Description and Analysis - Programme 3 (Business Administration, English Language MA)**

A prerequisite for admission to the programme is the English language (B2 level) and other legislative requirements. In particular, Georgian citizens must successfully pass the Common Master's Exams. Foreign citizens and stateless persons who have received a full bachelor's degree abroad or its equivalent, and/or have studied abroad in the last two years, or students who have lived in a foreign country for the last two or more years and are studying abroad at a higher education institution recognized by the laws of the host country will be able to enroll in the programme without passing the unified national exams, according to Order No. 224 / N (December 29, 2011). Students must provide suitable evidence of English language competency at B2 level.

#### **Description and Analysis - Programme 4 (Public Administration, BA)**

Enrolment of students in the Bachelor's Programme in Public Administration is carried out on the basis of the results of the unified national exams or the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011), passing the administrative registration and the order of the director.

#### **Description and Analysis - Programme 5 (Human Capital Management and Digital Transformation, MA)**

Enrolment of students is carried out on the basis of the results of the unified master's exams or in accordance with the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011), successful passing of the English language (written) exam, oral interview, administrative registration and based on the president's order. Students are required to produce evidence of their language competency at B2 level.

#### **Description and Analysis – Programmes 6 and 7 (Business Analytics, Georgian and English BA)**

Enrolment of students in the bachelor's programme of business analytics is carried out according to the rules established by the law, in particular, the enrolment of students at the first level of academic higher education (undergraduate programmes) is carried out according to the results of the unified national exams or the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011), passing administrative registration and based on the director's order.

#### **Description and Analysis - Programme 8 (Entrepreneurship and Innovation)**

Applicants with a bachelor's degree or equivalent academic education, can be admitted to the master's programme based on the results of the common master's exams and the results of the internal university exams. Students must also submit a resume and attend an interview with the selection committee regarding the sectoral competencies. The topic of the internal university exam (interview) will be published on the website one month before. In addition to the general master's exam and the internal university exam (interview), the applicant must confirm the B2 level competence of the English language. They can demonstrate this through an English language proficiency test.

#### **Evidences/Indicators**

- Programme specification
- Website information (<https://www.ug.edu.ge/ge/programmes/1>)
- Provision of bachelor education

- Provision of master education
- Law of Georgia on Higher Education.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

**Recommendations and suggestions according to the programmes:** None

### Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 Business Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Based on the self-assessment report, the associated evidence and the accreditation visit, the programmes ensure, through the learning outcomes, the development of students' practical, scientific/research, creative/performing and transferable skills, including through their involvement in research projects.

The content of educational programmes presented in the cluster is logical and corresponds to the university's mission. The practical/creative/performance component is appropriate to the teaching level. Programme objectives are aligned with learning outcomes and focus on developing transferable skills.

The educational programmes provide for the completion of a Bachelor's/Master's thesis to deepen and summarize research and practical skills. The thesis will demonstrate the student's teaching and research and creative skills, ethical behavior and ability to conduct independent research.

Research work of Bachelor's and Master's students develops students' ability to practically conduct research, search, process information, analyze results and formulate conclusions. Execution of the research work of bachelor's, master's and doctoral students is regulated by the relevant normative documents and is subject to protection on the degree of originality and plagiarism.

In order to develop students' research and practical skills, the University of Georgia cooperates with public and private organizations in various fields.

The scientific journal "Caucasus Journal of Social Sciences" operates in the university, where the publication of articles is free for students of the master's and doctoral level of the University of Georgia.

In order to develop practical, research and entrepreneurial skills, the University of Georgia cooperates with the Georgian Innovation and Technology Agency (GITA) within the framework of the internship programme. Students are involved in the consulting process of startups funded by GITA and provide HR consulting to the startups.

A "Startup Factory" operates at the University of Georgia, and conducts Startup Talks. There is also a "Technology Transfer" programme, within the framework of which business representatives of Georgia apply to the Startup Factory with a specific problem, and students are involved in finding solutions for real cases.

The School of Business and Administrative Sciences is involved in the "European Innovation Academy" summer programme.

The University also supports the development of transferable skills and extracurricular initiatives, which translates into students being able to form voluntary student clubs with charters under the guidance of faculty members for a variety of activities.

**Evidences/Indicators**

- Educational Programmes;
- Curricula;
- Student events materials;
- Programme Learning Outcomes Assessment Report;
- Relevant agreements and memorandums;

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- It is important to clearly define research priorities and forms of cooperations with business organizations. (2.2)
- It is important to cooperate closely with labor market employers and consider the recommendations of labor market employers and invited staff. (2.2)

**Recommendations and suggestions according to the programmes:** None

## 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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

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

The programmes within the cluster make use of a wide range of teaching and learning methods. This includes a range of lectures and seminars that make use of explanatory/didactic methods, demonstrations, active learning approaches, news analysis, discussion and debate, teamwork and case studies. The institution stresses its varied pedagogical strategy that also deploys problem-based learning, action-oriented teaching and project-based learning.

The evaluation of the effectiveness of teaching methods and teaching strategies is carried out according to two main indicators. These include: a student research report and an academic staff research report that demonstrates how effectively these methods are being used. The University of Georgia informed the team that it constantly reviews and updates learning methods, sharing and implementing best practices and achievements across its staff base. For this purpose, trainings are held for the personnel involved in the implementation of the programme so that they can increase their knowledge about different learning methods and apply them in practice. Staff provided the panel with a number of examples of continuing professional development designed to support teaching and learning methods.

This professional development has included University of Georgia involvement in several ongoing projects, including Modern Competences of Academic Teachers - the Key to Modern HEI (MOCAT). This project provides for the training of academic and visiting staff in higher educational institutions, the creation of a manual of modern teaching methods, the preparation of relevant video lectures and the dissemination of knowledge. The institution's staff were also involved in an Erasmus+ project 'Sustainable learner-centred Teaching - Advanced Recourse' for Georgia and China (STAR), the purpose of which is to introduce professors and teachers to innovative learning achievements that concern student centered teaching in universities. Within the framework of the project, a student-oriented teaching manual was created.

The university also provides training for academic and visiting staff in modern methods of teaching and learning. Staff from the School of Business and Administrative Sciences were trained both in terms of integrating artificial intelligence into the teaching process. Staff have also been provided with training in project-based learning and problem-based learning that was conducted by qualified trainers.

The institution also informed the panel that teaching and learning methods ensure the achievement of the results determined by each training course and that they are detailed in the syllabus of the given training course and are consistent with the programme goals and outcomes. However, the panel considered that some courses could be improved by greater use of practical approaches to teaching and learning, including internships. Students across all programmes indicated they would like to see more of this type of teaching and learning in place. When this was discussed with stakeholders, including staff, the panel were told that these skills are built, in part, through discussion of genuine case studies in classes. However, the panel consider that this does not afford students the opportunity

to develop practical skills but rather gain knowledge about potential approaches or how others have handled situations. The panel also found that teaching methods and activities can be better articulated in the syllabi and programme descriptors

**Evidences/Indicators**

- Programme specifications
- Syllabi of relevant components (for each programme)
- Manual of teaching methods
- Training attendance sheet and photo material

**General recommendations of the cluster:**

- Strengthen the use of practical approaches to teaching and learning in academic programmes, including through the use of internships (2.3)
- Ensure that teaching methods and activities are comprehensively and accurately articulated in syllabi and programme descriptors (2.3)

**General suggestions of the cluster:** None

**Recommendations and suggestions according to the programmes:** None

## 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 (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" 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.

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

Based on the information presented in the Self-Evaluation Report, along with the attached documents and data collected during the site visit, the student evaluation system for the programmes presented in the cluster is in compliance with the Order N3 of the Minister of Education and Science of Georgia of 5 January 2007 “On Approval of the Regulation on the Calculation of Higher Education Programmes with Credits”.

The assessment system and procedures are fair and transparent. Students are evaluated using a 100-point grading system, which includes mid-term and final assessments. To attain credit in each course, students must earn a minimum 51 points. Assessment of students is carried out in accordance with established procedures, is applied fairly to all students, and is reliable and compliant with regulatory documents.

Students are informed about the evaluation criteria and components by the lecturer at the beginning of the course and the syllabus is available during the semester through the electronic platform “My UG”, which allows students to view the evaluation components, criteria and grades obtained in each assessment. Interviews confirmed that students receive feedback on their learning outcomes, including their strengths and areas for improvement.

Final exams are administered by an examination center via computer programme which ensures each student receives an individual exam ticket. The system automatically checks the closed type questions and it is notable that the open questions are checked by the lecturer electronically ensuring anonymity; the lecturer cannot identify the author of the exam.

Based on the information presented by the University, including through interviews, it was also confirmed that students receive feedback on learning outcomes, as well as their own strengths and areas for improvement. For written exams/assessments, the course lecturers provide feedback in the form of comments on the paper. As for the final exam, feedback is given on the open-ended questions individually. Lecturers’ feedback is available to students in the electronic portal “My UG” with the assessment results. Lecturers provide further feedback during the lectures.

For each component there is a minimum threshold, which is defined in each syllabus. For example, the minimum threshold for the final exam for some courses is 20 points (from 40 points) and for other courses - 21 points (from 35 points). The minimum threshold differs considering the level of the study programme and the specificity of the courses. However, in the master’s programme “Entrepreneurship and Innovations” none of the courses have minimum thresholds defined in the syllabus. Therefore, it is recommended that minimum thresholds be defined for the mid-term and final assessments in the courses within this programme.

As for the Master's programmes in "Business Administration" and "Human Capital and Digital Transformation", it is declared in the "Master's thesis instruction document" that students can work on a group master's thesis, however, it is unclear from the thesis conception how each student's work is assessed. As it was discussed in site-visit with the supervisors, in group work, each student has its own responsibilities and plan so that work is theoretically divided equally. Also, according to the master's thesis instruction document, if a group of students are working on the thesis, the number of the words required for the thesis submission is increased (for the Business Administration programme: Number of words is calculated accordingly = 8000 words + number of people involved in the paper X 2000 words; for the "Human Capital and Digital Transformation" programme: Number of words = 13,000 words + number of people involved in the paper x 1,000 words). However, it is unclear, how it is measured whether each student has the same workload, is attaining the same outcomes, and is they are assessed according to their workload. Based on the the documentation and site-visit interviews, it is unclear how this would be managed in practice and the panel found it impossible to concur that this approach was in accordance with the sectoral benchmark that requires the student 'Independently conducts research (master's project/dissertation or research project/dissertation)'. Therefore, it is recommended that master's thesis be individual to ensure that each student is developing the same knowledge and skills, completing an independent piece of research and is assessed accordingly.

The course syllabi outline the assessment components in detail, accompanied by relevant rubrics. However, in most courses, the assessment system and components are quite similar and is it unclear what the difference is between the assessment components, concerning the specificity of the different courses. Therefore, it is suggested that, assessment components be aligned with the course specifics.

Based on the self-evaluation report of the programmes, additional documents and on-site interviews with the persons involved in the programme, it is confirmed that the university has an effective mechanism for detecting, preventing and responding to plagiarism; The Turnitin programme is used for both bachelor and master's thesis (and for other written works) to check for similarity, and clear rules on plagiarism underline the commitment to maintaining academic integrity.

The site-visit also confirmed that students are aware of the relevant rules and regulations concerning appeal procedures, which are regulated by the university. The appeal procedure is rigorous and objective. Students are able to appeal by submitting a written statement in the electronic platform "My UG". Evaluation results are reviewed by the appeal committee and if necessary, the process includes the involvement of other evaluators in the process.

The university also has mechanisms to analyze student evaluation and use the results to improve the teaching process. The evaluation of programme outcomes include direct and indirect methods of evaluation. Direct evaluation of the programme outcomes is carried out by analyzing whether the students have reached the learning outcomes determined for the programme courses. The results are analyzed to refine and develop the competencies of the programme learning outcomes and teaching methods, etc.

## Evidences/Indicators

- Self-evaluation report;
- Programme Curricula;
- Course syllabi;
- Bachelor's level study regulations document;
- Master's level study regulations document;
- Interview results during the on-site visit;
- Material/technical Base;

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

## Recommendations and suggestions according to the programmes:

### **Programme 3 ("Business Administration", Master's level)**

**Recommendation(s):** It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

### **Programme 5 ("Human Capital and Digital Transformation", Master's level)**

**Recommendation(s):** It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

### **Programme 8 (Entrepreneurship and innovations, Master's level)**

#### **Recommendation(s):**

- It is recommended to define minimum thresholds for the mid-term and final assessments in the courses within this programme (2.4)
- It is recommended to amend regulations to ensure the master's thesis is only conducted as an individual piece of assessment (2.4)

## 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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" 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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 3 Business Administration (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Human capital management and digital transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Business Analytics (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### **3.1 Student Consulting and Support Services**

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

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

Upon enrolment students receive consultations from administrative staff on how to integrate into the university, plan their studies and activities. Additionally, administrative staff ensure that students receive on-site consultations on their learning process as required. The university portal "My UG" is comfortable and convenient for students, where students can write statements asking for the necessary documents and information. Students also have the opportunity to directly establish communication and receive the necessary information from the university administration. This system ensures effective communication between students and lecturers. A schedule is established by the university and specific contact times and places are defined where students wish to have additional consultations with lecturers.

The creation of a student-oriented environment is ensured and students regularly receive information from the university on how to plan their own learning process, employment and participate in exchange programmes, conferences and projects. Students also are able to join or form student clubs, write their own projects and join other activities. The university also has a Student Affairs Center, which assures that students are involved in various extracurricular activities and The Center for Promoting Employment of Students and Graduates supports students' and graduates' career advancement and professional development.

The institution has partnerships with different foreign higher education institutions and participates in Erasmus+ exchange programmes. As the presented documentation confirms, students of some of the programmes (both bachelor and master's level) presented in the cluster are participating in Erasmus+ exchange programmes.

It is notable, that the university conducts surveys after the end of the semester to gather feedback from the students and lecturers. The institution's quality managers analyze the results of these surveys and discuss them with the members of the Programme Development Council in order to determine what can be improved based on the information received from the feedback. Surveys are also conducted with students and alumni to evaluate courses, lecturers, and student satisfaction with the learning process. According to the survey results, when necessary, the Council decides to plan relevant measures. As it was confirmed at the site-visit, students' feedback is taken into account and some

modifications were made within the programmes presented in the cluster. For example: some prerequisites of the courses were changed, contact hours were increased, in the case of the “Business Administration” programme, feedback from students and alumni was that there were too many elective courses (students did not like the small number of students in the elective courses) and therefore the institution reduced the number of elective courses.

The university has different activities to ensure the involvement of international students in the life of the university. To deal with multiculturalism, students organize days for different countries. As students confirm, both administrative and academic staff are helpful and attentive. However, the panel consider is desirable for the university to strengthen its work to increase involvement of international students and help them actively connect with each other and build stronger relationships with local students.

It is notable that the institution is trying to stay connected with the alumni and that they are involved in the development of the programme, often employed as lecturers, and sometimes they also become employers for the students. The university plans to further strengthen the involvement of graduates.

**Evidences/Indicators**

- Self-evaluation Report;
- Interview result during the On-site visit;
- Memoranda;
- Evaluation Forms;
- Material/Technical base.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

**Recommendations and suggestions according to the programmes:** None

**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
<b>Programme 1 Business Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 2 Business Administration (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

The following master's programmes are discussed under this standard:

- Master's educational programme in "Business Administration";
- Master's educational programme in "Entrepreneurship and Innovation";
- Master's educational programme in "Human Capital and Digital Transformation".

Based on the information provided in the self-evaluation document, additional documents and the on-site visit, the university has regulatory documents that define the rights and responsibilities of the supervisor and a co-supervisor of the Master's thesis. The role of the supervisor of the thesis is to advise the student in the research process, to provide the student with the relevant recommendations for each stage of work and to check for plagiarism and similarity using the Turnitin programme. After ensuring that the student's work is in accordance to academic integrity and is in compliance with the assessment criteria, the supervisor is obliged to write a report, which is a prerequisite for admission to the defence of the master's thesis.

For written works (bachelor's thesis, essay, research project) the academic style of the work is defined as APA. In the case of master's theses, compatibility with the academic style is checked by the thesis supervisor.

It is further stated there that a supervisor's duty is to conduct regulatory consultations with the student and, as was confirmed during the on-site visit, students meet with their supervisors on a regular basis.

The rule regulates the selection of the supervisor of the master's thesis, who can be either an academic member staff of the university or an invited staff member, providing they have research experience and publications in the scientific field related to the topic of the thesis.

Based on the submitted documentation, master's degree students of the programmes have qualified supervisors who are actively involved in the process of working on the thesis. In particular, as evidenced by interviews with students and graduates, supervisors help students both in choosing a topic for a master's thesis and in finding the necessary information, articles and other resources.

Before the last semester of the master's studies, at the end of the previous semester, possible general topics/research directions and supervisors are determined and students are able to choose according to their interests. If a student's interests are beyond the list, there is an opportunity to choose another topic and invite a co-supervisor from another university. Working on the Master's thesis includes following steps:

- Academic registration for master thesis/project;
- Submission of master's thesis/project title;
- Presentation and defense of master thesis/project concept;

- Submission and defense of the master's thesis/project preliminary application;
- Presentation and defense of master thesis/project.

As it was also confirmed at the site-visit, students are informed and actively use international scientific databases while working on their thesis.

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 3 (Master's educational programme in "Business Administration")<sup>8[8]</sup></b>	
Number of master's/doctoral theses supervisors	22
//Number of doctoral thesis supervisors	N/A
Number of master's students	82
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	0.27
Ratio - supervisors of doctoral theses/doctoral students	N/A

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 5 (Master's educational programme in "Human Capital and Digital Transformation")<sup>9[9]</sup></b>	
Number of master's/doctoral theses supervisors	11
//Number of doctoral thesis supervisors	N/A
Number of master's students	5
//Number of doctoral students	N/A

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<sup>8[8]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>9[9]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Ratio - supervisors of master's theses/master's students	2.20
Ratio - supervisors of doctoral theses/doctoral students	N/A

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 8 (Master's educational programme in "Entrepreneurship and Innovation")<sup>10[10]</sup></b>	
Number of master's/doctoral theses supervisors	6
//Number of doctoral thesis supervisors	N/A
Number of master's students	5
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	1.20
Ratio - supervisors of doctoral theses/doctoral students	N/A

#### Evidences/Indicators

- Self-evaluation report;
- Annex to the Self-evaluation report (Information about the quantitative data);
- "Instructions for completing the master's thesis" documents of the master's programmes;
- Master's level study regulations document;
- Interview results during the on-site visit.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

**Recommendations and suggestions according to the programmes: None**

## Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input checked="" type="checkbox"/>	<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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

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

The institution has a Personnel Management Policy in place that derives from the values and principles that are outlined in the strategic plan and mission of the University. These principles are freedom, humanity and perfection. Regulations regarding staff affiliation and conditions are also set out in the university's personnel regulation.

The institution is actively working on securing ISO 9001:2015 accreditation and operates its staff management procedures in accordance with these standards. The institution considers that this means that the identification, selection, admission, orientation, qualification raising, risk assessment and evaluation procedures of the University are in accordance with international management standards.

Staff provided clear and appropriate answers to demonstrate that they are appointed through open competitions and subject to a formal and effective orientation that includes an introduction to the institution's approach to teaching and learning and the systems necessary to perform their functions.

The university considers it is staffed with an optimal number of personnel who have the appropriate education, experience and skills for their activities. Full-time academic staff at the University are employed 40 hours per week (8 hours per day). Part-time staff are employed at the University on an hourly basis and pay. It is possible to conclude an exclusive agreement with part-time staff, which prohibits employment in another educational institution. The academic staff workload scheme applies to staff employed on a part-time basis in proportion to his workload. In addition to the academic load,

staff are required to allocate weekly counseling hours and participate in university events in agreement with the school director and/or head of department

The institution also consider heads of the programme have the necessary knowledge and experience for the development of the programme and are directly involved in its implementation. The panel found that staff CVs and site visit interviews confirm that academic programmes in the cluster are supported by sufficient human resource and that heads of the programme do have the necessary qualifications and experience to discharge their responsibilities.

Staff responsibilities are set out in regulations and individual job descriptions and staff were able to demonstrate that they have a detailed understanding of their role and duties. Staff are expected to perform administrative tasks in addition to their responsibilities for teaching, learning and research.

Approximately 250 administrative and support staff support the implementation of the programmes. This includes a comprehensive range of administrative staff working in departments including the administration service, library, school (programme implementation structural unit), quality assurance service, human capital service, international relations service, student affairs center, legal service and IT service. The institution recruits a significant number of alumni as part of its operation including 14 employees are currently employed in the educational process administration service, 6 employees in the library, 4 employees in the quality assurance service, 7 employees in the international relations service and 2 employees in the student affairs center.

Further to induction, the institution has an extensive programme of training and continuing professional development, as detailed elsewhere in this report. Training has been provided on a wide range of pedagogical and research subjects, including contemporary issues such as the increased presence and influence of Artificial Intelligence.

Since 2013, the University of Georgia has been conducting an employee satisfaction survey based on the Minnesota Methodology (MSQ), and the institution state that staff are satisfied or very satisfied with such elements of work as: work environment, content and variety of work, relationship with direct supervisor, fair approach, relationship with colleagues and own work management. Staff turnover is relatively low at 15% which, taken together with feedback from staff during the site visit supports the high levels of satisfaction among staff.

The individual workload of academic and scientific personnel is determined by the workload scheme for the academic year, which is submitted to the school board for approval by the head of the department or the director of the scientific-research institute at the school/department base. The full-time workload is 1760 hours per year (40 hours per week, 44 weeks) and includes a wide range of tasks. The workload of full-time academic staff, who do not hold a scientific position, should include teaching consulting activities in the amount of at least 28 hours per week. The workload of a senior scientist-employee should include at least 35 hours of scientific-research activity and at least 4 hours of educational activity per week. Scientific and junior scientific employees have comparatively fewer hours for scientific research and a slighting increased responsibility for educational activity. Overall, this division of labor was well understood by academic staff.

#### **Description and Analysis - Programme 1 Business Administration (BA)**

<b>Programme 1 (Business Administration, BA)<sup>11[11]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>12[12]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>13[13]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	70			
- Professor	18			
- Associate Professor	16			
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	35			–
<b>Scientific Staff</b>				–

### **Description and Analysis - Programme 2 Business Administration (BA English)**

The 52 staff involved in the BBA English programme have a wide range of suitable experience. 31 staff hold doctorates in subjects ranging from Business Administration, Economics and Psychological Sciences among others. Staff have international experience in Iran, the UK and Czechia and represent and competent faculty for the programme.

<b>Programme 2 (Business Administration, English-language BA)<sup>14[14]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>15[15]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>16[16]</sup></b>	<b>Among them, the affiliated academic staff</b>

<sup>11[11]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>12[12]</sup> Staff implementing the relevant components of the main field of study

<sup>13[13]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>14[14]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>15[15]</sup> Staff implementing the relevant components of the main field of study

<sup>16[16]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Total number of academic staff</b>	52			
- Professor	13			
- Associate Professor	15			
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	23			–
<b>Scientific Staff</b>				–

### Description and Analysis - Programme 3 (Business Administration, MA)

The 51 staff involved in the programme hold a suitable range of qualification and teaching and research experience. A total of 26 hold PhDs in disciplines ranging from Mass Communication, Business Administration and Economics. A significant number also hold advanced degrees in Business and Mathematics. Staff have demonstrable professional and industrial experience for communications companies, banking and financial institutions and governmental organizations.

<b>Programme 3 (Business Administration, English-language MA)<sup>17[17]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>18[18]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>19[19]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	52			
- Professor	9			
- Associate Professor	12			
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	30			–
<b>Scientific Staff</b>				–

<sup>17[17]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>18[18]</sup> Staff implementing the relevant components of the main field of study

<sup>19[19]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

### Description and Analysis - Programme 4 (Public Administration, BA)

Academic staff on the Bachelor's In Public Administration are a combination of new and experienced academic staff with qualifications in law, business, politics, physics and mathematics, security studies and finance. While the programme is also taught by staff with experience in public administration roles in defence, politics and diplomacy, faculty lack higher degrees in public administration.

<b>Programme 4 (Public Administration, BA)<sup>20[20]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>21[21]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>22[22]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	54			
<b>- Professor</b>	13			
<b>- Associate Professor</b>	14			1
<b>- Assistant-Professor</b>				
<b>- Assistant</b>				
<b>Invited Staff</b>	27			–
<b>Scientific Staff</b>				–

### Description and Analysis - Programme 5 (Human Capital Management and Digital Transformation, MA)

The Head of the Programme has a PhD in Business Administration with an appropriate specialism in HR. Other staff teaching the programme also benefit from significant and demonstrable experience in related fields, including financial management, technology, business psychology and dispute resolution. Staff have worked for a range of private and public institutions, have international experience of teaching and a number have active research profiles.

<b>Programme 5 (Human Capital Management and Digital Transformation, MA)<sup>23[23]</sup></b>
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<sup>20[20]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>21[21]</sup> Staff implementing the relevant components of the main field of study

<sup>22[22]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>23[23]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>24[24]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>25[25]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	27			
- Professor	4			
- Associate Professor	6			
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	16			–
<b>Scientific Staff</b>				–

#### **Description and Analysis - Programme 6 and 7 (Bachelors Programmes in Business Analytics – Georgian and English)**

There is significant overlap between the academic staff teaching on the Georgian and English versions of the Bachelors programmes in Business Analytics. Staff teaching these programmes have a wide range of disciplinary backgrounds spanning mathematics, business administration, economics, law and international relations.

<b>Programme 6 (Business Analytics, BA)<sup>26[26]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>27[27]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>28[28]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	51			
- Professor	13			
- Associate Professor	11			1

<sup>24[24]</sup> Staff implementing the relevant components of the main field of study

<sup>25[25]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>26[26]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>27[27]</sup> Staff implementing the relevant components of the main field of study

<sup>28[28]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor				
- Assistant				
Invited Staff	26			–
Scientific Staff				–

**Programme 7 (Business Analytics, English Programme BA)<sup>29[29]</sup>**

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>30[30]</sup>	Including the staff holding PhD degree in the sectoral direction <sup>31[31]</sup>	Among them, the affiliated academic staff
Total number of academic staff	40			
- Professor	9			
- Associate Professor	9			2
- Assistant-Professor				
- Assistant				
Invited Staff	21			–
Scientific Staff				–

**Description and Analysis - Programme 8 (Entrepreneurship and Innovation)**

A large number of staff teaching the Master’s programme in Entrepreneurship and Innovation also teach on other programmes in the cluster. In addition to possessing qualifications and experience in business administration, management, finance and other disciplines, staff also have experience of running their own consultancy firms and other businesses. This helps to support the transfer of knowledge relating to practical experience.

**Programme 8 (Entrepreneurship and Innovation, English Language MA)<sup>32[32]</sup>**

<sup>29[29]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>30[30]</sup> Staff implementing the relevant components of the main field of study

<sup>31[31]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>32[32]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>33[33]</sup>	Including the staff holding PhD degree in the sectoral direction <sup>34[34]</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	21			
- Professor	4			
- Associate Professor	2			
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	15			–
<b>Scientific Staff</b>				–

#### Evidences/Indicators

- Relevant job descriptions
- Personal files of staff (for each program)
- Staff provision
- Provision of the educational program
- Training documents

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

**Recommendations and suggestions according to the programmes:** None

#### Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 Business Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>33[33]</sup> Staff implementing the relevant components of the main field of study

<sup>34[34]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Programme 2 Business Administration (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

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

Based on the cluster self-evaluation report, staff CVs, attached documentation and information obtained through interviews with university staff, it was found that those who implement master's degree programmes are engaged in the programme in accordance with the legislation and internal regulations of the university. At the University of Georgia, there is a master's education regulation approved by the Rector's Council's protocol N 50/20 of November 20, 2020.

Students in all three master's programmes have qualified supervisors and, if necessary, co-supervisors who have the necessary qualifications to lead the programme. The academic and practical experience of the supervisors ensures compliance of the master's thesis with industry standards and market development trends. Students in the programmes have access to competent administrative and support staff whose qualifications are relevant to their functions, facilitating effective programme management and student guidance.

The number and workload of the academic/scientific and invited personnel implementing the programmes ensures the proper management of the educational process defined by the educational programmes and the performance of other functions assigned to them. Quantitative measures of academic/research/visiting staff ensure programme sustainability.

<b>Programme 1 (Master's educational programme in "Business Administration", second level)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>35[35]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>52</b>	<b>40</b>	<b>17</b>
- Professor	8	8	8
- Associate Professor	9	9	9
- Assistant-Professor	35		
<b>Invited Staff</b>			–
<b>Scientific Staff</b>			–

<sup>35[35]</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

<b>Programme 2 (Master's educational programme in "Human capital and digital transformation", second level)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>36[36]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>16</b>	<b>14</b>	-
- Professor	-		
- Associate Professor	-		
- Assistant-Professor			
<b>Invited Staff</b>	16		-
<b>Scientific Staff</b>			-

<b>Programme 3 (Master's educational programme in "Entrepreneurship and Innovation", second level)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>37[37]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's</b>	<b>21</b>	<b>17</b>	<b>6</b>
- Professor	4	4	4
- Associate Professor	2	2	2
- Assistant-Professor			
<b>Invited Staff</b>	15		-
<b>Scientific Staff</b>			-

### **Evidences/Indicators**

- CVs of academic staff of master's programmes;

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<sup>36[36]</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

<sup>37[37]</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Publications of supervisors of master's theses in international refereed journals and professional experience;
- list of master theses;
- The University's master's education regulation approved by the Rector's Council's protocol N 50/20 of November 20, 2020;
- The University website;
- Interview results.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

**Recommendations and suggestions according to the programmes:** None

### 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
<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

The university promotes professional development of its faculty through structured workshops, training sessions, and opportunities to engage with international standards. Membership in international organizations such as AACSB and CEEMAN supports faculty in staying current with global trends in business education, fostering professional development.

The programme demonstrates compliance with the standard requirements by providing structured development opportunities, adhering to international standards, and fostering a dynamic learning environment. These initiatives align with the goal of equipping faculty with the skills necessary to deliver high-quality education. This structure also allows the university to meet accreditation requirements by enhancing teaching effectiveness through continuous faculty improvement.

#### **Description and Analysis - Programme 1 (Bachelor's Educational Programme in "Business Administration")**

Faculty members in the School of Business and Administrative Sciences benefit from international partnerships. The university is a member of CEEMAN and AACSB, allowing staff to participate in global conferences and seminars. These associations enable faculty to stay current with trends in business administration and bring best practices back to their teaching.

The university offers ongoing training sessions to enhance teaching methodologies, including innovative student-centered approaches. This effort is supported through projects like the Erasmus-funded STAR project, which focuses on student-centered learning techniques and modern pedagogical practices. Additional training opportunities cover scientific research skills, use of technology in science, and AI applications, helping academic staff adapt to contemporary educational and research demands

A dedicated Scientific Research Institute provides resources for faculty research, including funding for conference attendance, project management support, and a reward system for publication in refereed journals. Initiatives like "Scientific Wednesdays" allow faculty to present their research, fostering a culture of continuous learning and knowledge sharing among peers.

The university supports faculty participation in Erasmus+ mobility programmes, facilitating teaching exchanges at partner institutions across Europe. These opportunities are designed to broaden faculty

members' perspectives, enhance cross-cultural competencies, and integrate global insights into the local curriculum.

The programme demonstrates strong alignment with the professional development standards by systematically evaluating and investing in the growth of its faculty. By encouraging international exposure and offering a range of training programmes, the university ensures that its academic staff remain highly qualified and up-to-date with global trends.

### **Description and Analysis - Programme 2 (English language Bachelor in "Business Administration")**

The English-language programme in Business Administration is congruent with international standards and practices, which encourage faculty professional development geared towards global academic and industry benchmarks. The English-language programme specifically attracts faculty with proficiency in English, often leading to a higher number of international or internationally experienced instructors. This aligns the programme with a more globally focused pedagogical approach, compared to the Georgian language programme, which may have a more local academic orientation.

The academic, scientific and invited staff of the English-language programme benefit more directly from the university's international partnerships with organizations like AACSB and CEEMAN, as these affiliations often offer resources and events in English, facilitating broader access for instructors teaching in the English-language track.

The English-language programme emphasizes faculty research publications in international, English-language journals, supporting faculty in gaining visibility and experience within the global academic community. This emphasis may lead to a higher expectation for English-language faculty to produce internationally recognized research output compared to their Georgian-language counterparts.

### **Description and Analysis - Programme 3 (English language Master in "Business Administration")**

The Master's programme emphasizes deeper research involvement, expecting faculty to guide advanced research projects, including master's theses. This requirement increases the need for faculty professional development in research methodologies, academic integrity standards, and publication competencies beyond what is expected in the Bachelor's programmes.

The programme promotes academic staff engagement in research activities, as the Master's level curriculum includes advanced research components. Faculty are encouraged to produce research outputs that meet the standards of academic integrity and are relevant to the contemporary business environment, which supports their ongoing professional growth and academic contributions.

Given the advanced nature of the Master's programme, faculty teaching subjects such as International Business Transactions, Strategic Management, and Financial Management are likely to undergo training to stay current with the specialized topics required at this level. This focus on up-to-date knowledge in specific fields ensures that faculty are well-equipped to deliver complex and specialized content to graduate students.

Academic and invited staff are subject to evaluations, including feedback from students and administrative reviews, as part of a quality assurance process. This evaluation process allows faculty to

receive structured feedback on their teaching, which can guide their professional development and support improvements in instructional quality.

#### **Description and Analysis - Programme 4 (Bachelor in "Public Administration")**

Faculty members in the Public Administration programme undergo systematic evaluation by both administration and students. This process, managed by the university's quality assurance team and programme leadership, provides structured feedback on faculty performance. The evaluations identify strengths and areas for improvement, guiding professional growth and teaching quality enhancement.

The university promotes research activities among faculty by offering access to a Scientific Research Institute. This institute provides support for faculty projects, publication funding, and conference participation. Additionally, faculty are encouraged to publish in the university's academic journal, the "Caucasus Journal of Social Sciences," with incentives such as bonuses for publications in refereed journals.

Faculty from the Public Administration programme participate in workshops focused on modern pedagogical techniques, enhancing their capacity to deliver engaging and effective instruction. The "Scientific Wednesdays" initiative allows faculty to engage in regular scholarly discussions with peers. This project enhances research skills and promotes a collaborative academic environment. The university also sponsors professional development courses in areas like public speaking, technology use, and classroom management.

Based on the International Partnerships with international organizations like CEEMAN and the Erasmus+ programme, the university provides staff with opportunities for professional growth abroad. Faculty can participate in conferences, training sessions, and lecture exchanges, enabling them to learn from global best practices in public administration. In recent years, several faculty members have been awarded grants to teach and collaborate at universities in Europe.

#### **Description and Analysis - Programme 5 (Master in "Human capital and digital transformation")**

The programme is structured around the T-shaped competence model developed by the Academy of Innovative Human Resources (AIHR). This affiliation provides faculty access to current international best practices in human capital management, ensuring staff stay updated with global trends in HR and digital transformation. Faculty can participate in international seminars, conferences, and workshops, enhancing their ability to deliver cutting-edge content.

Faculty members are encouraged to engage in research relevant to human capital and digital transformation, with dedicated resources provided for academic projects, conference participation, and publication support. The programme also emphasizes innovative teaching methods, such as case studies, simulations, and role-playing exercises, which require ongoing professional development for faculty to implement effectively.

The programme includes practical teaching approaches, such as project creation, consulting simulations, and digital integrations. Faculty receive support to enhance their skills in these areas, allowing them to facilitate a hands-on learning experience for students. This training ensures that staff members remain proficient in delivering industry-relevant skills.

Academic and invited staff undergo regular evaluations through student feedback and programme administration reviews. These evaluations provide constructive feedback that guides professional development activities, focusing on areas for improvement and enhancing instructional quality.

### **Description and Analysis - Programme 6 (Bachelor in "Business Analytics")**

Faculty are encouraged to engage in interdisciplinary teaching that combines information technology, business administration, and mathematical methods. This structure allows faculty to update their knowledge in these diverse areas continually, fostering a professional environment that aligns with the evolving demands of the business analytics field.

The programme includes numerous practical and industry-focused teaching methods, such as simulations, project-based learning, and case studies. Faculty receive training and resources to implement these methods effectively, supporting a hands-on learning approach that prepares students for real-world analytics roles. This focus ensures faculty stay current with best practices in business analytics education and maintain practical competencies relevant to industry needs.

Faculty have access to resources that support research in data analysis, statistical modeling, and analytics technology, areas crucial to business analytics. This research support enhances their expertise and enables them to incorporate advanced analytics methods into their teaching, benefiting both faculty development and student learning outcomes.

Faculty members are evaluated regularly through feedback from students and programme administration. This feedback system identifies areas for growth, ensuring that faculty development activities are aligned with programme goals and instructional quality requirements.

### **Description and Analysis - Programme 7 (English language Bachelor in "Business Analytics")**

The university's membership in AACSB and CEEMAN allows faculty to access international resources, training, and conferences. This engagement enables instructors to adopt global best practices and stay updated with emerging trends in business analytics.

Faculty are encouraged to pursue research in data analysis, quantitative modeling, and technology, integral components of the Business Analytics curriculum. The programme supports faculty in developing their research skills, which, in turn, enhances the depth and quality of the curriculum and fosters a research-driven academic environment.

Faculty development includes training in tools used for data analysis, visualization, and decision modeling, such as MS Excel, MS SQL, and programming in Python. This ensures that instructors are

proficient in the tools required for modern business analytics, equipping them to provide students with a practical, hands-on learning experience.

Regular evaluations of faculty performance are conducted through student feedback and internal reviews by the quality assurance team. These mechanisms allow faculty to receive constructive feedback, supporting their ongoing professional development and ensuring the programme's instructional quality aligns with high standards.

### **Description and Analysis - Programme 8 (Master in "Entrepreneurship and Innovation")**

The programme was developed in partnership with the University of California, Berkeley, specifically its Sutardja Center for Entrepreneurship and Technology (SCET). This collaboration enables faculty to engage with Berkeley's renowned teaching methodologies and network with global experts. Faculty members benefit from insights into advanced entrepreneurship education and innovation management techniques, fostering continuous professional growth and the integration of international best practices.

The programme utilizes innovative pedagogical techniques, including project-based learning, problem-based learning, and case studies, which require faculty to undergo specialized training. This emphasis on modern, student-centered approaches aligns faculty teaching methods with current trends in entrepreneurship education, enhancing their teaching effectiveness.

Faculty are encouraged to conduct research in fields related to entrepreneurship, technology trends, and innovation management. This support helps faculty remain at the forefront of academic and industry developments, providing students with insights into emerging business trends and fostering a research-rich learning environment.

Faculty are regularly evaluated through a structured feedback mechanism involving student assessments and administrative reviews. This feedback enables academic staff to refine their instructional approaches, ensuring alignment with the programme's goals and student needs.

### **Evidences/Indicators**

- Staff provision
- Statute of the scientific-research institute
- Self-evaluation report
- Programme specifications
- Site Visit Interviews

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Expand partnerships with international institutions, facilitating faculty exchange programmes and collaborative research opportunities, in order to benefit all programmes by exposing faculty to global standards, innovative teaching practices, and contemporary industry trends relevant to their disciplines. (4.3)
- Regularly organize interdisciplinary workshops and conferences that involve faculty from all programmes in the cluster, to encourage knowledge sharing, promote interdisciplinary research, and help faculty integrate diverse perspectives into their teaching. (4.3)

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

**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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input checked="" type="checkbox"/>	<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.

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

The educational programmes grouped in the cluster are provided with the necessary infrastructure, including library, material, laboratory and information and digital resources, which quantitatively and qualitatively ensure the achievement of the goals and learning outcomes of the educational programmes grouped in the programme/cluster.

The University ensures the constant updating of the library, material, information and digital resources of the programmes. The library itself contains mandatory literature and other educational materials (including electronic resources) determined by the syllabus, which ensure the achievement of the learning outcomes of the educational programme.

Existing material, laboratory, information and digital resources are freely available to students and staff. Students and staff are informed about the possibility of using existing resources and the rules of use and both groups confirmed to the panel that these are sufficient and beneficial in supporting the experience of students. In addition to well-equipped classrooms, the university has free workstations equipped with computers where students can work both in groups and individually.

#### **Evidences/Indicators**

- Library, material, information, and digital resources and documents confirming their ownership/license purchase;
- Technical equipment and its ratio to the number of students;
- Document confirming access to international electronic library databases;
- Compliance of the book fund in the library with the basic literature indicated in the educational programmes;
- Indicators of access to international electronic library databases;
- The University website;
- Interview results.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

**Recommendations and Suggestions according to the programmes:** None

**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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input checked="" type="checkbox"/>	<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.

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

The financial provision of the educational programmes grouped in the cluster is carried out according to the expenditure categories of incomes and expenses reflected in the school's unified budget. Allocation of budgeted financial resources for the programme is economically achievable and ensures the sustainability of the programme. The budget includes sources of financial support for the programme, on a regular periodic and needs basis.

According to the cluster self-assessment report, the attached documentation, and information from the accreditation visit, the University of Georgia financially supports educational programmes through the university and school budgets, which means:

- Renovation of the material and technical base;
- Improvement of library and electronic information resources;
- Effectively conduct research and development activities;
- Renewal of infrastructure;
- Regulate the salaries of university employees and others.

The expenditure part of the budget also includes short-term expenses such as: the organization of academic conferences and other academic events, school academic grants, hospitality and business expenses, office equipment, PR and marketing funds, and student scholarships/grants, days organized for students and other activities, staff development and welfare activities, as well as other school expenses.

Interviews with programme directors, faculty, and university administrators indicate that the financial sustainability of the programmes is not in jeopardy. The budget for the educational programmes included in the cluster is calculated for 4 years:

#### ***Bachelor's Educational Programme in "Business Administration"***

The Bachelor of Business Administration programme is sustainable. From the developed budget, it can be seen that the programme fully covers the expenses, as well as meets the percentage of the university's income (which also includes the university's profit). The calculated 4-year budget has a rate of return of 41%. The cut-off point for the bachelor's degree programme corresponds to the programme's expectations for enrollment. The budget provides for the percentage of revenue payable and the total fixed cost of the department, which serves not only the bachelor's degree in business administration but also the master's and doctoral programmes, as well as English-language master's and bachelor's programmes.

#### ***Bachelor's Educational Programme in "Business Administration", (English Language)***

The Bachelor of Business Administration programme is sustainable. From the developed budget, it can be seen that the mentioned programme fully covers the expenses, as well as meets the percentage to be paid from the income of the university, and about 73% remains as a profit (in the school budget). The programme is profitable even in the case of 3 students (it means the profitability of the school after the percentage of the income to be given to the university).

#### ***Bachelor's Educational Programme in "Public Administration"***

The budget provides for the income received from the students of the public administration bachelor's programme and all the expenses necessary for the full functioning of the programme. The budget of the bachelor's programme of public administration confirms that the programme is sustainable and the allocation of financial resources provided for in the budget is economically achievable.

#### ***Bachelor's Educational Programme in "Business Analytics"***

The programme budget covers the costs of the programme, as well as meets the percentage payable to the university from the revenue (which includes the university's profit). The budget for the next 4 years is sustainable, fully covering expenses and operating at an average profit margin of 25%. The budget includes, in addition to fixed costs, school grants and scholarships, office supply costs, marketing costs, staff development costs, research costs (including salaries), publication costs, conference costs, teaching resources and materials, practical components and other costs.

#### ***Bachelor's Educational Programme in "Business Analytics" (English Language)***

The programme budget covers the costs of the programme, as well as meets the percentage payable to the university from the revenue (which includes the university's profit). The budget for the next 4 years is sustainable, fully covering expenses and operating at an average profit margin of 25%. The budget includes, in addition to fixed costs, school grants and scholarships, office supplies costs, marketing costs, staff development costs, research costs (including salaries), publication costs, conference costs, teaching resources and materials, practical components and other costs.

#### ***Master's educational programme in "Business Administration", (English Language).***

The Master's programme is sustainable. The budget fully covers expenses and also meets the percentage payable to the university from the income. In total, 86% remains as profit (in the school budget). The programme is profitable even in the case of 3 students (meaning the school's profitability after the percentage of income to be given to the university).

#### ***Master's educational programme in "Human capital and digital transformation"***

The master's programme budget covers expenses and also meets the percentage payable from the university's income (which includes the university's profit). The budget per academic year is sustainable, meets the university's interest payable, fully covers the department's fixed costs and operates at an average profit margin of 24%.

#### ***Master's educational programme in "Entrepreneurship and Innovation" (English Language)***

The budget of the master's programme is sustainable in parallel with the active enrollment of students and the increase in awareness of the programme. Based on an analysis of available data and financial calculations (including contingencies), the programme budget takes into account revenue generated from students and all expenses necessary for full operation. In the future, the programme will be able to cover costs and pay interest from university revenues (which also include university profits).

#### **Evidences/Indicators**

- Sources of funding for educational programmes;
- University budget;
- Budget of educational programmes grouped into a cluster;
- Interview results.
- 

**General recommendations of the cluster:**

- Ensure that the expenses necessary for the implementation and development of the programmes be broken down according to the needs **General suggestions of the cluster:** None

**Recommendations and Suggestions according to the programmes:** None

## 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 (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" 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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 3 Business Administration (MA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input checked="" type="checkbox"/>	<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.

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

The Quality Assurance Office plays a significant role at the University of Georgia. The Office's main functions include assessing both educational and scientific research work at the university, as well as systematically evaluating the quality of professional development of academic and invited staff and ensuring a high level of teaching quality. Additionally, it is responsible for monitoring compliance of educational and scientific work standards with requirements established by the country and the Bologna Process, and for organizing university documentation for authorization and accreditation purposes.

The Quality Assurance Office supports the university's authorization and accreditation processes. The purpose of the monitoring and evaluation procedure is to search for and collect information, process, analyze, and formulate appropriate recommendations based on the results. The Faculty Quality Assurance Office, in collaboration with the Programme Head, implements programme monitoring through various activities.

The university has established a process for creating educational programmes (as outlined in Chapter 3 of the Rector's Council Minutes). This process includes the following stages:

- Educational programme initiation
- Assembling and initiating the work of the organizational group;
- Registering the project with the Quality Assurance Office;
- Approval of the educational programme by the School Council;
- Submission of the programme to the Accreditation Council;
- Following a positive conclusion from the Programme Accreditation Council, submission of the programme to the relevant body for accreditation.

Educational programmes can be initiated by the school director, department head, or any interested person/group of persons. The initiative project for the educational programme should contain: (a) the programme qualification, (b) a general outline of the curriculum, (c) an analysis of programme demand, (d) the proposed tuition fee, (e) the admission contingent, (f) necessary material/laboratory resources, (g) required implementing personnel/academic resources, and (h) programme advisability.

The evidence provided and site-visit interviews confirm that the development and updating of educational programmes are supervised by the programme head or programme academic dean. The School Council makes decisions regarding programme development, while the independent Educational Programme Development Council makes decisions on programme updates.

The University of Georgia has a procedure for developing educational programmes, which includes:

- Labor market research;
- Establishing cooperation with potential employer organizations relevant to the educational programme;
- Studying analogous Western programmes;
- Examining the views of potential academic staff;
- Studying the employment status and attitudes of graduates;
- Establishing the programme's qualification, objectives, and learning outcomes; forming the structure of the programme curriculum;
- Developing syllabi for the courses included in the programme, which relates to course prerequisites, teaching methods, assessment methods and forms, data on mandatory and additional literature for the course content.

As interviews reveal, the Quality Assurance Office of the University of Georgia periodically conducts informational meetings related to accreditation and authorization standards. The panel noted that separately, within the Quality Assurance Office, there's a structural unit responsible for the professional development of university personnel. Each school's academic staff have received training in student-oriented teaching methods.

The educational programme is collegially evaluated by the Programme Development Council. For this purpose, the university uses direct and indirect mechanisms for assessing outcomes. With direct mechanisms, programme outcomes are evaluated at least once a year, while with indirect mechanisms this is carried out at least once every 3 years. It should also be noted that the Programme Accreditation Council is an independent council and structural unit that makes decisions about programme modifications or development. The Programme Accreditation Council has members from:

- Central quality assurance,

- Faculty quality assurance,
- The head of the programme being reviewed

If the council thinks a programme has significant problems and needs special knowledge to refine the programme, they can invite experts. These experts can be from inside or outside the university. The university has guidelines for its educational programmes. These guidelines aim to improve teaching quality and they focus mainly on planning and managing how students are taught. This process should involve all interested actors.

The University Quality Assurance Office employs an educational programme development mechanism that includes information about programme approval procedures. Additionally, the School of Business and Administrative Sciences at the University of Georgia implements a mechanism for developing and evaluating educational programmes. Within this mechanism, periodic assessments are conducted to ensure learning outcomes. Its purpose is to develop the programme, ensure continuous improvement, and promote graduates' competitiveness in the labor market. Student assessment analysis and its comparison with programme outcome achievement (including the study of midterm and final assessment results) is a separate matter for consideration. The system also includes course curators' conclusions regarding course material comprehension, workload, course difficulty, teaching methods, and other challenges. Regarding these matters, student surveys and satisfaction studies are conducted at the end of each semester to collect and analyze data.

In this context, it is important that the university reflects on how it has eliminated (or plans to correct) the deficiencies identified during the self-assessment process. According to the rule, quality assurance should be based on the principle - "plan, implement, check, develop", which demonstrates its continuous commitment to improving program quality. In this case, it is evident that the quality service is trying to take these principles into account. However, within the framework of these 8 programs under review, it is established that certain circumstances might have been overlooked due to the multiplicity of programs. Indeed, the "check and develop" stages need to be activated more effectively from the quality assurance perspective. This is confirmed by the recommendations given in the first and second standards (see 1.2, 1.4, 2.3 Components).

### **Evidences/Indicators**

- Educational Programmes;
- Self-assessment report;
- **Syllabi of courses** included in the programmes;
- Results of interviews with academic and invited staff;
- Order N338/19 of the Rector of the University of Georgia dated 2019 (F-PD-01K-Job Description);
- Website: <https://www.ug.edu.ge/> ;
- Results of interviews with the head of the Quality Assurance Office and programme leaders.

**General recommendations of the cluster:** It is recommended that the quality assurance service pay special attention to the "verification" and "refinement" stages of programs for the purposes of program development. (5.1)

**General suggestions of the cluster:** None

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

## Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 Business Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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

The university uses both internal and external quality assurance assessment mechanisms. The Programme Development Council is responsible for internal assessment. External assessment includes labor market research, graduate surveys, and feedback from accreditation or interim reports.

Based on labor market research and interviews, it was determined that the programme outcomes are acceptable to the labor market. However, the labor market believes that project management and Excel courses should be included in the core subjects block. It is also noteworthy that within the framework of the Bachelor's degree programme in Public Administration graduate survey, the general trend is positive and shows that the field-specific and transferable competencies that the programme develops in them are relevant and in demand in the labor market and also for continuing to the next level of study. The document reflecting the analysis of internal and external assessment results presented by the university reveals that 92% of respondents are employed in both public and private sectors. Graduates note that the programme is diverse and interesting but strengthening the "general" nature and practical components is mentioned as one of the recommendations. It is also the view of the panel that this will better prepare graduates for the labor market.

During the interview, employers generally discussed the university's educational programmes. Only some of them mentioned that they had employed 1-2 graduates from the University of Georgia, while others indicated they had not employed any graduates from the University of Georgia at all. The employers stated that they plan to cooperate more intensively with the university in the future.

## Programme 6 – Bachelor's in Business Analytics

It should be noted that external evaluations were conducted for two educational programmes. Specifically, in May 2022, an external evaluation of the Bachelor's Educational Programme in "**Business Analytics**" was conducted by the General Director of LLC "Softgen". He considered that the objectives of the "Business Analytics" bachelor's programme are clearly formulated, achievable, and oriented towards filling the competency vacuum that exists in the job market. According to this assessment, the programme's intended goals and learning outcomes are in line with modern market demands. However, it would have been beneficial if the external evaluation had also reflected several specific suggestions for the programme's development. The external evaluation is of a general nature, whereas a brief characterization of the programme's strengths and areas for improvement would have provided more information.

On December 27, 2022, the Accreditation Council made recommendations for the "Business Analytics" bachelor's programme. These included:

- Describing learning outcomes using appropriate phrases and active verbs for the study level;
- Presenting a compatibility map between programme goals and outcomes;
- Defining response mechanisms if target benchmarks are not met;
- Offering "Academic Writing" as a mandatory course;
- Adjusting teaching methods in some course syllabi to match content and others.

The expert group notes that most recommendations have been addressed. However, two issues remain problematic: (a) The compatibility map between programme goals and outcomes; (b) Adjusting teaching methods in the "Bachelor's Project in Business Analytics" syllabus. These issues may cause problems in practical application. The expert group believes more thorough work is needed to resolve these matters. It's particularly important that teaching methods help achieve the stated goals. In this regard, it's essential that the bachelor's project syllabus includes more information (for details, see Standard 2.3).

## Programme 8 – Master’s in Entrepreneurship and Innovation

It should also be noted that an external evaluation was conducted for the "Entrepreneurship and Innovation" Master's Educational Programme. Its external evaluation was carried out by the Executive Director of the Sutardja Center for Entrepreneurship and Technology at the University of California, Berkeley, and the 500 Global Startup Programmes Manager for Europe, Africa, and Middle East countries. According to the external evaluation, the educational programme is oriented towards contemporary challenges and is structurally sound. The same assessment notes that currently no university in Georgia has an entrepreneurship programme, and the creation of this programme will help meet the growing demand for entrepreneurial education in the country. However, from the expert group's perspective, there is a need to include certain suggestions in the external evaluation report for the purposes of programme development.

### Evidences/Indicators

- Bachelor's programme in “Public Administration”;
- Bachelor's Programme “Business Analytics”;
- Master’s Programme “Entrepreneurship and Innovation”;
- Self-assessment document;
- Direct and indirect quality assessment instruction for the School of Business and Administrative Sciences;
- Website: <https://www.ug.edu.ge/> ;
- Results of graduate interviews;
- Results of interviews with programme leaders and quality assurance service representatives;
- Results of interviews with employers;
- Document reflecting the analysis of internal and external quality assurance assessment results;
- University Rector's Council decision No. 51/20 of November 24, 2020 "On the Regulation of Educational Programmes" with the same council's amendment No. 12/21 of March 25, 2021 and amendment No. 31/23 of October 16, 2023;
- External evaluation by the Executive Director of the Sutardja Center for Entrepreneurship and Technology at the University of California, Berkeley;
- Accreditation Council decision of December 27, 2022, on the accreditation of the "Business Analytics" bachelor's programme, MES 3 22 0001665583;
- External evaluation by the 500 Global Startup Programmes Manager.

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

Establish greater collaboration with employers (5.2)

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

**Programme 6 (“Business Analytics”)**

**Recommendation(s):**

**Suggestion(s):**

Ensure external evaluation reflects specific recommendations of professional significance that would serve the development of the programme (5.2)

**Programme 8 (“Entrepreneurship and Innovation”)**

**Recommendation(s):**

**Suggestion(s):**

- Ensure external evaluation reflects specific recommendations of professional significance that would serve the development of the programme (5.2)

## 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 (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input checked="" type="checkbox"/>	<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.

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

First and foremost, at the University of Georgia, a Programme Development Council is created individually for each educational programme. This is crucial as it allows for seeking solutions and making corrections to problems existing directly within a specific programme.

The Programme Development Council consists of the programme head, a representative from the quality assurance office, academic staff, employers, and others. The function of this council is to analyze the programme in terms of content. Each person in this council carries out their assigned responsibility, where they study the issue based on questionnaires and other documents, analyze them, and determine ways or means for their modification.

Periodic programme evaluation involves monitoring various aspects, including personnel evaluation, resource assessment, administration, stakeholder surveys, and tracking achievement of learning outcomes. The university's quality assurance policy guides institutional quality development, emphasizing continuity, transparency, integrity, and accountability. It aims to foster a sustainable quality culture through stakeholder participation in evaluation cycles.

The panel did identify, as referenced elsewhere, that there is a problem with measuring the achievement of goals and results when master's theses are conducted in groups. It is difficult to assess individual contributions and outcomes in a group master's thesis project. It is clear that the quality monitoring systems need to be strengthened. This includes better organizing of documentation, improving course syllabi, and other related tasks. The Quality Assurance Service should be more actively involved in the quality monitoring process through collaboration with programme leaders and lecturers. This involvement should specifically focus on:

1. Technical and content-related organization of course syllabi;
2. Diversification of teaching methods across different courses, especially at the master's level;
3. Measurability of outcomes and achievability of goals during group work on master's theses;
4. Alignment between learning outcomes and objectives;
5. Other quality-related aspects.

Furthermore, monitoring and evaluation tools, such as questionnaires, should be enhanced to collect more detailed feedback from both students and employers regarding the supervisory aspects of their programmes. This need for improvement is evidenced by interviews with lecturers and review of certain course syllabi, which have indicated a necessity for more diverse teaching methods.

#### **Evidences/Indicators**

- Direct and indirect quality assessment instruction for the School of Business and Administrative Sciences
- Student research report
- Graduate Research Report
- Employer Survey Report
- Minutes of the Programme Development Council and
- Provision of the educational programme
- Site visit interviews
- Self-Evaluation Report

#### **General recommendations of the cluster:**

- Strengthen monitoring and evaluation tools, such as questionnaires to collect more detailed feedback from both students and employers regarding the supervisory aspects of their programmes (5.3)

**General suggestions of the cluster:** None

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

## 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
<b>Programme 1 Business Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 Business Administration (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 Public Administration (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 Human Capital Management and Digital Transformation (MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 Business Analytics (BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7 Business Analytics (BA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8 Entrepreneurship and Innovation (MA English)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Business Administration (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Business Administration (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Business Administration (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Public Administration (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Human Capital Management and Digital Transformation (MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 Business Analytics (BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 Business Analytics (BA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 Entrepreneurship and Innovation (MA English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attached documentation (if applicable):**

**Name of the higher education institution: LLC - University of Georgia**

**Name of Higher Educational Programmes, Levels:**

**Business Administration (BA);**

**Business Administration (English Programme BA);**

**Business Administration (MA);**

**Public Administration (BA);**

**Human Capital Management and Digital Transformation (MA);**

**Business Analytics (BA);**

**Business Analytics (English Programme BA);**

**Entrepreneurship and Innovation (English Programme MA)**

**Compliance of the programmes with the standards**

<p style="text-align: center;"><b>Contents</b></p> <p style="text-align: center;"><b>Standard</b></p>	<p><b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b></p>	<p><b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b></p>	<p><b>3. Student Achievements, Individual Work with them</b></p>	<p><b>4. Providing Teaching Resources</b></p>	<p><b>5. Teaching Quality Enhancement Opportunities</b></p>
<p><b>Programme 1 Business Administration (BA)</b></p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 2 Business Administration (BA English)</b></p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 3 Business Administration (MA English)</b></p>	<p>Substantially complies with requirements</p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 4 Public Administration (BA)</b></p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 5 Human Capital Management and Digital Transformation (MA)</b></p>	<p>Partially complies with requirements</p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 6 Business Analytics (BA)</b></p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 7 Business Analytics (BA English)</b></p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>
<p><b>Programme 8 Entrepreneurship and Innovation (MA English)</b></p>	<p>Substantially complies with requirements</p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Substantially complies with requirements</p>

Signatures

Chair of Accreditation Experts Panel



Matthew Kitching,

Of the member(s) of the Accreditation Experts Panel

Merab khokhobaia,



Devi Shonia



Zurab Aznaurashvili,



Mikheil Bichia



Mariam Machavariani,

