



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

**Name of the Cluster of Educational Programmes according to the Fields of Study of the  
Classifier**

Bachelor of Business Administration  
Master of Business Administration

**Name of Higher Educational Institution**

Batumi State Maritime Academy

Evaluation Date(s)

11th and 12th October 2024

Report Submission Date

10th December 2024

Tbilisi

**Contents**

**I. Information on the Cluster of Educational Programmes ..... 4**

**II. Accreditation Report Executive Summary ..... 5**

**III. Compliance of the Programme with Accreditation Standards ..... 12**

**1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme ..... 12**

**2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering ..... 30**

**3. Student Achievements, Individual Work with Them ..... 42**

**4. Providing Teaching Resources ..... 47**

**5. Teaching Quality Enhancement Opportunities ..... 59**

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Batumi State Maritime Academy
Identification Code of Institution	245427337
Type of the Institution	Teaching University

### Expert Panel Members

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Business Administration	Business Administration
<b>Level of higher education</b>	Bachelor's Studies	Master's Studies
<b>Qualification to be awarded</b>	Bachelor of Business Administration	Master of Business Administration
<b>Name and code of the detailed field</b>	0413 Management and Administration	0413 Management and Administration
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-
<b>Language of instruction</b>	Georgian	Georgian
<b>Number of ECTS credits</b>	180	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited	Accredited

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

## II. Accreditation Report Executive Summary

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

The educational programmes grouped in the cluster were elaborated based on the modification-update of the "Business Administration" undergraduate and graduate educational programmes functioning at Batumi State Maritime Academy.

The scope of the "Business Administration" undergraduate educational program presented at the cluster accreditation is 180 ECTS credits and foresees:

1. Study courses of the main field of study, the total volume of which is 140 ECTS credits. from which:

- The volume of mandatory study courses in the main field of study is 109 ECTS credits;
- The volume of elective courses in the main field of study is 11 ECTS credits;
- The volume of concentration training courses is 20 credits.

2. Free component training courses, the total volume of which is 40 ECTS credits. from which:

- The volume of compulsory training courses of the free component is 34 ECTS credits;
- The volume of optional training courses of the free component is 6 ECTS credits.

The educational programme foresees two optional concentrations - "Logistics and Supply Chain Management" and "Maritime Business". The student can choose one of the two concentrations of 20 ECTS credits. The implementation of educational courses provided by the concentration starts from the 5th semester.

The educational Master's Programme in "Business Administration" includes 120 ECTS credits and includes both a teaching and a research component. In the educational programme, 81 ECTS credits are mandatory study components of the main field of study. The programme includes elective courses in the main field of study with the volume of 4 ECTS credits. The programme envisages the concentration "Maritime Logistics Management", the volume of which is 30 ECTS credits and combines educational components according to specific topics. 30 ECTS credits are assigned to the qualification paper developed on the basis of research.

- **Overview of the Accreditation Site Visit**

The site visit took place in October 2024, with a visit to the main campus in Batumi and the institution's Poti campus. During the site visit the panel held meetings with the, self-evaluation team, heads of the study programmes, 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

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

productive engagement with the process, including the interviews during the site visit and for the considerable hospitality shown to the team.

- **Brief Overview of Education Programme Compliance with the Standards**
  - The first standard complies with requirements
  - The second standard complies with requirements
  - The third standard substantially complies with requirements
  - The fourth standard complies with requirements
  - The fifth standard complies with requirements
- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

A number of changes were proposed to the program within the time frame defined with the accreditation, the purpose of which was to reflect the recommendations of the accreditation experts and the meeting of the Accreditation Council in the educational programme, as well as to reflect the requirements defined by the new "National Qualification Framework" and the "Study Areas Classifier" in the educational programme, its further development and refinement of the ways of achieving learning outcomes.

In 2022, the program underwent unplanned monitoring (order of the National Center for the Development of the Quality of Education, MES 5 22 0000628037, 12/06/2022). On June 28, 2022, a group of accreditation experts visited the Maritime Academy. The programme was ultimately rated as "in compliance" with the standards by the group of experts. The Accreditation Council of Educational Programmes made a decision (MES 4 22 0001172275, 27/09/2022) to terminate the administrative proceedings initiated on the review of the complaint submitted regarding the "Business Administration" undergraduate educational programme of Batumi State Maritime Academy.

In the process of preparing for cluster accreditation, fundamental changes were made in the current undergraduate educational programme of "Business Administration". In particular:

- upon the issuance of the order of the Minister of Education, Science and Youth of Georgia (Order #72/N, February 28, 2024), based on the studies conducted by the quality assurance service of the faculty, the working group working on the programme submitted a proposal to the Faculty Council for the cluster accreditation of the 180-credit undergraduate educational programme. The Faculty Council agreed to the working group's proposal.

Substantial changes were made in the concentration section. On the basis of two concentrations of the current programme - "Maritime shipping organization and logistics" and "Port Management", the concentration of "Maritime business" was formed, taking into account the advanced international experience. In addition, taking into account the development trends of the field, labor market

requirements, as well as advanced foreign experience, a new concentration "Logistics and Supply Chain Management" was added to the programme.

- **Recommendations**

#### General recommendation of the cluster

- Ensure the placement of detailed information about the admission prerequisites for the programmes on its website and other information channels. (2.1)
- Increase the international mobility rate of students in the programmes (2.2)
- Increase student representation in decision-making, allowing students to participate more actively in programme design and selection processes, ensuring their voices are heard beyond questionnaire feedback. (3.1)
- Expand practical experience opportunities, provide more hands-on training opportunities, particularly in English language proficiency and maritime skills, to better prepare students for professional roles. (3.1)
- Review the plagiarism threshold for assessed student work. (3.2)

#### MBA recommendations

- Introduce a "Practice" course to the programme (2.2)
- Develop effective mechanisms for strengthening master students' research skills and ensuring these are demonstrated in Masters theses (2.2)

- **Suggestions for the Programme Development**

#### General suggestions of the cluster:

- Conduct targeted labor market research to identify specific competencies that are in-demand and use the findings to enhance the educational programmes. This approach will ensure that the programmes are aligned with current labor market needs, thereby increasing the relevance and employability of graduates. (1.1)
- Deepen analysis and more clearly articulate the connection between labor market requirements and the proposed educational programmes. This would better justify the relevance and importance of these programmes in the context of the modern labor market. (1.2)
- Strengthen stakeholder involvement, particularly from employers, in both the undergraduate and graduate business administration programmes. Enhanced collaboration with employers will

ensure that the programmes are aligned with industry needs and that graduates are equipped with the skills and competencies in demand by the labor market. (1.2)

- Update English language learning resources (1.5)
- Strengthen collaboration with international partners; to facilitate student involvement in international and local scientific projects. (2.2)
- Develop a mechanism to encourage student scientific publications, for example, by providing opportunities for publishing the best research papers. (2.2)
- Strengthen the implementation of innovative teaching-learning methods, for example, by using more interactive and digital technologies in the educational process. (2.3)
- Strengthen training for academic staff on modern assessment methods, especially in the context of online and blended learning. (2.4)
- Encourage greater involvement of international academic staff with the programmes (4.2)
- Continue to expand Georgian language learning resources (4.4)
- Complete expansion of the library facility on the Batumi campus (4.4)
- Use QA data more intensively to strengthen stakeholder knowledge about results of programmes benchmark evaluation and analysis. (5.3)

#### **BBA suggestions:**

- Strengthen the scientific/research skills component in the bachelor's programme, for example, by introducing a bachelor's thesis or adding research projects (2.2)

#### **MBA suggestions:**

- Add the requirement of submitting a motivation letter or conducting an interview to the admission prerequisites for the master's programme. (2.1)

- **Brief Overview of the Best Practices (if applicable)**
  - Clear niche in the national strategic landscape given the focus of State invest in maritime industries
  - Fit-for-purpose facilities with investment in buildings and smart boards etc.
  - Considerable efforts to engage with English language
  
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The institution raised no concerns of points of factual accuracy with the panels report.

**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>3</sup>
2. Cluster evaluation<sup>4</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>3</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>4</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.

The goals of the bachelor's and master's programmes complement each other and demonstrate a logical progression. The bachelor's programme provides students with a broad foundation of knowledge and skills, equipping them for roles in lower and middle management. The master's programme, in turn, fosters more advanced knowledge and competencies, preparing students for higher-level managerial positions. A distinctive feature of these programmes is their specialized concentrations, which are aligned with the mission of the Naval Academy. At the undergraduate level, the focus is on deepening knowledge in specific business areas, while at the graduate level, the emphasis is on specialization in maritime logistics.

##### Description and Analysis - Programme 1 (BBA)

The Maritime Academy's Bachelor of Business Administration programme is designed to educate future leaders who are well-prepared to meet the challenges of the modern business environment. The programme provides a comprehensive education that combines both theoretical knowledge and practical skills. Throughout the programme, students will gain a solid understanding of the fundamentals of business administration, exploring key concepts and theories. They will study the legal, economic, and organizational aspects of running a business, equipping them to address the complexities of real-world challenges. In line with the programme's objectives, special emphasis is placed on developing practical skills. Students will learn how to analyze processes in various areas of business and apply innovative approaches to solving complex problems. Additionally, the development of effective communication skills is an integral part of the curriculum, empowering students to become successful leaders.

A unique aspect of the programme is its focus on maritime business and logistics. This specialization provides graduates with the ability to make strategic decisions in these areas, giving them a competitive advantage in the job market. The programme also promotes both personal and professional growth. It

fosters a culture of lifelong learning and strengthens students' commitment to ethical values. Students are encouraged to plan their own professional development, continually update their knowledge, and adhere to ethical business standards.

Ultimately, this programme aims to develop well-rounded, ethical, and competent leaders capable of navigating the globalized and rapidly evolving business landscape, with a particular focus on the maritime and logistics sectors.

### **Description and Analysis - Programme 2 (MBA)**

The Maritime Academy's Master of Business Administration programme aims to prepare future business leaders equipped with both comprehensive theoretical knowledge and practical skills. The programme is structured to provide a solid foundation in business administration, with a particular focus on maritime logistics. The first objective of the programme is to offer students an in-depth and systematic understanding of various functional areas of business. This includes the study of multifaceted theories, concepts, and foundational principles applicable to private, public, and non-profit organizations. The institution's theory is that this broad knowledge base prepares students for roles in diverse organizational settings.

The second objective centers on the development of practical skills. The programme emphasizes critical thinking, a key requirement in a dynamic business environment, enabling students to make sound managerial decisions. Special attention is given to change management, teaching students how to recognize the need for change and implement it effectively.

The third objective focuses specifically on maritime logistics. The programme aims to train competitive leaders with specialized knowledge in maritime logistics management. This includes not only an understanding of the industry's unique characteristics but also the ability to analyze and evaluate current trends. Students will develop strategic decision-making skills and acquire competencies essential for the sustainable development of the field.

The fourth objective emphasizes the development of research skills. The programme encourages students to undertake individual research projects, focusing on both the execution of research and the clear, well-argued presentation of findings. Furthermore, the programme highlights the importance of adhering to academic ethics, essential for maintaining high professional and ethical standards. By adopting this comprehensive approach, the programme seeks to cultivate versatile, critical-thinking, and ethical leaders who can thrive in both general business and the specialized area of maritime logistics.

The development of both the bachelor's and master's programmes was preceded by a detailed labor market analysis. The institution provided an analysis of global labor market trends, particularly employment patterns in the U.S., the EU, and the global context. The document highlights that, in the post-pandemic era, business services, logistics, and retail trade have emerged as key sectors.

The analysis also addresses labor market trends in Georgia, identifying in-demand professions within the country. However, despite the depth and breadth of the labor market analysis presented by the university, the document does not clearly establish a direct connection between the competencies developed by the programmes and specific labor market demands. The analysis does not sufficiently justify the extent to which the competencies provided by the programme align with market needs.

The programme is available to interested parties and can be accessed on the university's website.

**Evidences/Indicators**

- Educational programme;
- Analysis of the demands of labour market and employers;
- Website: <https://bsma.edu.ge/>
- Interview results.

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Conduct targeted labor market research to identify specific competencies that are in-demand and use the findings to enhance the educational programmes. This approach will ensure that the programmes are aligned with current labor market needs, thereby increasing the relevance and employability of graduates. (1.1)

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

**Evaluation**

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
  - Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which
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### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

#### **Description and Analysis - Programme 1 (BBA)**

The Bachelor of Business Administration programme outlines nine learning outcomes aligned with the programme's objectives. An analysis of these outcomes indicates that they are measurable, achievable, and realistic. Specifically, the learning outcomes are measurable because they are formulated in a manner that allows for objective evaluation and assessment. They are achievable within the programme's timeframe and resources, ensuring that students can realistically attain them. Furthermore, they are realistic in reflecting appropriate expectations of the knowledge and skills students will acquire upon completing the programme. The outcomes are also aligned with the programme level and field-specific requirements, grounded in the sectoral characteristics derived from the qualifications framework.

The programme supports students' academic progression, offering a solid foundation for continued education at the next level. The learning outcomes reflect the unique characteristics, theories, methodologies, and practices specific to the field of study, thereby preparing students for advanced academic and professional pursuits.

It is worth noting that the institution presented labor market research results for both the undergraduate and graduate Business Administration programmes. Although the labor market analysis provides extensive data on global and local trends, it does not sufficiently illustrate a clear, direct link between these trends and the educational programmes. The document lacks a detailed analysis of how the curricula and learning outcomes respond to the identified labor market demands.

Moreover, the analysis does not specify the particular skills and competencies that are most in demand in the labor market and how the programmes aim to develop these. This gap makes it challenging to evaluate the programmes' relevance to current and future labor market needs.

To ensure the programme remains relevant, the learning outcomes must address both current and anticipated labor market demands. This requires the development of skills and competencies sought by employers. However, the labor market research report presented by the Academy does not sufficiently establish this connection, as highlighted in component 1.1.

Stakeholders were involved to some extent in the development of the programme's learning outcomes, as confirmed by interviews conducted during the process. The programme's staff will ensure that these outcomes are effectively communicated to all stakeholders. This inclusive approach promotes

transparency and ensures the programme remains relevant by considering the perspectives of various parties and making information accessible.

### **Description and Analysis - Programme 1 (MBA)**

The Master of Business Administration programme outlines nine learning outcomes aligned with the programme's objectives. An analysis of these outcomes reveals that they are measurable, achievable, and realistic. Specifically, the learning outcomes are measurable, as they are formulated in a way that allows for evaluation and assessment. They are also achievable, given the time and resources provided within the programme, ensuring that students can realistically attain them. Additionally, they are realistic, reflecting reasonable expectations of the knowledge and skills students will acquire upon completing the programme. These outcomes are aligned with the programme level and field-specific requirements, and are based on sectoral characteristics developed in accordance with the qualifications framework.

The programme facilitates academic progression by providing a strong foundation for further study. The learning outcomes reflect the unique characteristics, theories, methodologies, and practices of the field, preparing students for advanced academic or professional pursuits.

Stakeholders were involved, to some extent, in the development of the programme's learning outcomes, as confirmed through interviews. The staff responsible for implementing the programme will ensure these learning outcomes are effectively communicated to all relevant stakeholders. This approach enhances the transparency and relevance of the programme, by incorporating the perspectives of various parties and ensuring that information is readily accessible.

### **Evidences/Indicators**

- BBA programme
- MBA programme
- Map of programme objectives and learning outcomes;
- Analysis of labor market and employer demands;
- Website;
- Interview results.

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Deepen analysis and more clearly articulate the connection between labor market requirements and the proposed educational programmes. This would better justify the relevance and importance of these programmes in the context of the modern labor market. (1.2)
- Strengthen stakeholder involvement, particularly from employers, in both the undergraduate and graduate business administration programmes. Enhanced collaboration with employers will ensure that the programmes are aligned with industry needs and that graduates are equipped with the skills and competencies in demand by the labor market. (1.2)

**Recommendations and suggestions according to the programmes:** 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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

The Higher Education Institution (HEI) has established rules for planning, developing, and revising educational programmes (approved by the Rector's order at Batumi State Maritime Academy, dated April 25, 2024, No. 01-126). Additionally, the evaluation of learning outcomes for educational programmes is conducted in accordance with the Academy's guidelines—"Establishment and Evaluation of Learning Outcomes of Educational Programmes" (ND 2-F19). This process includes three key stages:

1. Formulation of learning outcomes;
2. Curriculum analysis to determine the achievement of outcomes;
3. Assessment of learning outcomes, which involves data collection, analysis, and interpretation.

The assessment is carried out using both direct and indirect methods. The direct method includes analyzing student assignments and the results of midterm and final exams.

Indirect methods include:

- Evaluating the programme's learning outcomes and making recommendations;
- Attending lectures and practical classes;
- Conducting surveys of students and employers.

Based on the survey results, the Faculty's Quality Assurance Office develops recommendations. These recommendations are discussed by the Faculty Council and may lead to changes in both educational components and the overall educational process to improve its quality.

According to this methodology, a mechanism for evaluating learning outcomes in the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA) programme has been developed, which includes the following components: learning outcomes, courses used to evaluate learning outcomes, evaluation frequency, target benchmarks, and the responsible party.

A variety of tools are used to assess the learning outcomes of the programme. First, the programme's "seeding" rate is evaluated, reflecting the quantitative ratio of enrollees to graduates over the full programme cycle. This analysis accounts for factors such as internal and external mobility, changes in student status, and the involvement of foreign nationals.

Quantitative sustainability of the programme is also measured by the enrollment-to-graduation ratio. Graduates' academic performance is analyzed based on summative evaluations, which include assessments of coursework/projects, the types of degrees awarded (honors or regular), and students' GPAs.

Special attention is given to the employment rate of graduates, specifically the extent to which they secure employment aligned with their qualifications. This data is gathered through indirect assessment methods, including alumni and employer surveys, curriculum analysis, and student feedback.

All collected data is processed and presented in charts and percentages, offering a clear and accessible visual representation of the information. This comprehensive approach allows for an effective evaluation of the programme's success and the alignment of its outcomes with the intended goals.

### Evidences/Indicators

- **Formulation and Evaluation of Learning Outcomes of Educational Programmes** (ND 2-F19)
- **Rules for Planning, Developing, and Revising Educational Programmes**, approved by the Rector of Batumi State Maritime Academy, dated April 25, 2024 (Order No. 01-126).
- **Mechanism for Evaluating Programme Learning Outcomes**
- **Learning Outcomes Map for the Programme**

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

### Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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.
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The Bachelor of Business Administration (BBA) programme is designed in accordance with the "Rules for Planning, Development, and Revision of Educational Programmes" (approved by the Rector of the Batumi State Maritime Academy on April 25, 2024, Order No. 01-126).

#### **Description and Analysis - Programme 1 (BBA)**

To obtain the academic degree "Bachelor of Business Administration," students must accumulate 180 ECTS credits. The educational programme is divided into two main components: courses within the main field of study (140 ECTS) and free components (40 ECTS).

Within the main field of study, students complete 109 ECTS of compulsory courses, 11 ECTS of elective courses, and 20 ECTS of concentration courses. The free components consist of 34 ECTS of compulsory courses and 6 ECTS of elective courses. This structure ensures students receive both in-depth knowledge of their specialization and the development of general, transferable skills.

The programme offers two concentrations: Logistics and Supply Chain Management and Maritime Business. Concentration courses begin in the first semester of the third year, allowing students to focus on their chosen specialization. The first semester is dedicated to foundational subjects, including microeconomics, business fundamentals, Georgian history and culture, academic writing, mathematics for economics and business, and English. Elective courses are also available, contributing to the broad development of students' general skills.

In the second semester, students delve into key subjects such as macroeconomics, management principles, and accounting basics, while continuing their studies in mathematics, computer applications, and English. These courses build their economic, managerial, and financial analysis skills, strengthening general competences.

The third semester introduces specific business disciplines, including human resource management, financial accounting, operations management, logistics, marketing, and statistics. These subjects equip students with practical knowledge and enhance their analytical abilities in various areas of business.

The fourth semester focuses on advanced topics such as entrepreneurship, management accounting, project management, supply chain management, and auditing. These courses further deepen students' expertise in business management and refine their practical skills.

In the fifth semester, students study entrepreneurial law, financial management, business ethics, leadership, and innovation management. They also have the option to select additional courses in finance, taxation, and investment management, allowing for deeper specialization.

This structured, step-by-step approach ensures that students progressively acquire a comprehensive understanding of business administration, from general foundational knowledge to specialized disciplines. The programme emphasizes the development of critical thinking, analytical, and practical skills, all of which are essential for success in today's dynamic business environment.

The BBA programme offers two concentrations: Logistics and Supply Chain Management and Maritime Business, which span the fifth and sixth semesters. The Logistics and Supply Chain Management concentration includes courses such as procurement management, inventory management, distribution channel management, and warehouse logistics, providing students with practical expertise in supply chain operations.

Overall, the programme prepares students to excel in a wide range of business environments, particularly in logistics and maritime industries, through a carefully structured curriculum that balances theoretical foundations with practical application.

The Maritime Business concentration focuses on key areas such as maritime business, maritime transport economics, maritime transport operations management, and shipping company management. These courses are designed to equip students with the necessary skills to succeed in the maritime industry.

In the sixth semester, students further their education by studying subjects such as strategic management, risk management and insurance, and MS Excel for business, while also participating in professional practice. These courses enhance both their practical and analytical skills, preparing them for real-world challenges.

The programme typically allows for the accumulation of 30 credits per semester (60 credits per year), with the possibility of varying this number, although it cannot exceed 75 credits per year. Upon successful completion of the programme, which requires the accumulation of 180 ECTS credits, students are awarded the qualification of Bachelor of Business Administration.

This structure ensures that students gain a comprehensive understanding of both general principles in business administration and specialized knowledge in their chosen concentration. Additionally, the programme emphasizes the development of practical skills that prepare students for successful careers in real work environments.

Based on this analysis, it can be concluded that the content and structure of the programme align with the qualifications awarded and facilitate the achievement of the programme's learning outcomes. The programme structure is coherent, logically organized, and progressively developed in its content, with adequate prerequisites for admission to subsequent components.

Interviews indicate that the institution recognizes that programme design and development is a collaborative process, ensuring the involvement of various stakeholders, including academic staff, scientific advisors, guest lecturers, students, graduates, and employers. However, there is a consensus that collaboration with employers and their engagement in the programme's development could be further strengthened.

The university also guarantees transparency and accessibility regarding programme information, with the programme catalog readily available on the website.

## Description and Analysis - Programme 1 (MBA)

The Maritime Academy's Master of Business Administration programme is designed to facilitate the multifaceted development of students and help them achieve their academic and professional goals. The structure and content of the programme, along with the teaching and assessment methods employed, are strategically aimed at effectively achieving the desired learning outcomes.

Students are permitted to accumulate 60 credits each academic year, which translates to 30 credits per semester. Each semester lasts for 20 weeks, with 15 weeks dedicated to teaching and 4 weeks allocated for examinations. Additional time is provided for students with academic debt.

The educational process integrates both theoretical lectures and practical lessons, alongside group work. Modern technologies are actively utilized in the teaching process. The instructional methods are diverse, encompassing verbal communication, demonstrations, problem-based learning, and case studies, among others. These methods are often combined to ensure active student engagement and optimal learning outcomes.

The master's programme consists of a total of 120 ECTS credits, which includes 81 ECTS from compulsory courses, 4 ECTS from optional courses, and research components. A concentration in Maritime Logistics Management (30 ECTS) is also offered, culminating in a qualifying thesis (30 ECTS). This structure guarantees that students acquire both theoretical knowledge and practical skills, effectively preparing them for successful careers in business administration.

The Master's programme in Business Administration aims to cultivate versatile and in-depth competencies in various facets of business management. The programme includes core courses as well as a concentration in maritime logistics.

Core courses develop students' skills in the following areas:

- Financial analysis and budgeting
- Modeling business processes in Excel
- Strategic management of human resources
- Innovative and strategic management
- Marketing communications and digital analytics
- Project management and risk assessment
- The maritime logistics concentration focuses on:
  - Modern challenges in the maritime economy
  - International maritime conventions
  - Management and development of ports
  - Sustainable management of the global supply chain

The programme culminates in a Master's Thesis, where students are expected to apply their acquired knowledge to develop innovative solutions and address complex problems. Successful completion of all mandatory courses is a prerequisite for admission to the master's thesis.

Upon accumulating 120 ECTS credits, graduates are awarded the degree of Master of Business Administration and receive a corresponding diploma in accordance with the UNESCO/CEPES model. This programme ensures that graduates emerge as highly qualified specialists capable of addressing complex business challenges and leading in a modern, global business environment.

The analysis of the educational programme indicates that its content and structure align with the qualifications awarded and effectively facilitate the achievement of the designated learning outcomes. The programme is characterized by a coherent structure, wherein the educational and research components are logically organized and progressively developed. Additionally, the prerequisites for accessing various components are clearly defined.

Interviews conducted during the analysis revealed that the institution recognizes the collaborative nature of programme design and development. Consequently, it actively involves a diverse array of stakeholders, including academic, research, and visiting staff, as well as students, alumni, and employers, in this process. However, it is important to note that the collaboration with employers and their active participation require enhancement. Strengthening this cooperation would contribute to the continual refinement of the programme and improve its alignment with labor market demands.

#### **Evidences/Indicators**

- **Rules for Planning, Developing, and Implementing Educational Programmes** (approved by the order of the Rector of the Batumi State Maritime Academy, No. 01-126, dated April 25, 2024).
- Curriculum map;
- Educational programmes
- Syllabi
- Website
- Interview results.

**General recommendations of the cluster:** None

**General suggestion of the cluster:** None

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

## Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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**

### **Description and Analysis - Programme 1 (BBA)**

The relationship between academic courses and learning outcomes is illustrated by a learning outcomes map. This tool visualizes how each academic course aligns with the overall learning outcomes of the programme. A detailed analysis of the learning outcomes for the academic courses confirms their relevance to the programme's general learning outcomes. The content outlined in the course syllabi corresponds with the learning outcomes and facilitates their achievement.

The number of credits assigned to each course aligns with its content and associated learning outcomes. The academic courses in the programme primarily carry 3, 4, and 5 credits, determined by the course content and the anticipated student workload. The ratio of contact hours to independent study hours is appropriate and considers the specific nature of each subject.

The evaluation system presented in the syllabus includes various assessment methods and detailed criteria. This system is transparent and objective, ensuring a fair assessment of students' achievements regarding the learning outcomes. Additionally, the programme includes a professional practice component worth 5 credits, which is designed to enhance students' practical skills in a real-world work environment.

### **Description and Analysis - Programme 2 (MBA)**

As previously mentioned, the Master of Business Administration programme is structured around 120 ECTS credits, which include both teaching and research elements. The core of the programme comprises compulsory courses totaling 81 ECTS credits, representing the primary field of study. Additionally, the programme offers elective courses worth 4 ECTS credits.

A significant component of the programme is the concentration in "Maritime Logistics Management," which includes 30 ECTS credits and focuses on specialized subjects in this field. At the conclusion of the programme, students complete a qualifying thesis worth 30 ECTS credits, which is based on independent research.

A detailed analysis of the educational programme's courses reveals that it is methodically and, in terms of content, well structured. The content of each academic course is closely aligned with the defined

learning outcomes. The distribution of credits among courses is appropriate and reflects the volume of content and the learning outcomes of each course.

The ratio of contact hours to independent study hours is reasonably determined, taking into account the specifics of each course. The number of contact hours corresponds to the content of the course and facilitates the achievement of learning outcomes. It is crucial that all learning outcomes are assessed within each course.

The required literature and study materials outlined in the syllabi are relevant and correspond to the learning outcomes of both the specific courses and the overall programme. The study materials reflect current advancements in the relevant fields and include recent research, ensuring that students are equipped with up-to-date knowledge.

However, the panel believe that some of the English-language literature requires updating. For example:

1. Colin White. *Strategic Management*.
2. Steve Suranovic, George Washington University. *International Finance: Theory and Policy*. Publisher: Saylor Foundation; ISBN 13: 9781936126460. Copyright Year: 2010.

The research component of the Master of Business Administration programme culminates in the master's thesis. The institution presented six master's theses, which were evaluated by a group of experts. The learning outcomes and content related to the Masters thesis is appropriate, however the panel's analysis revealed that the required research components were inadequately presented in these theses. This is discussed in detail under Standard 2.2.

**Evidences/Indicators**

- Master thesiss
- Educational programmes
- Curriculum map
- Syllabi
- Course learning outcomes assessment results
- Results of the interview.

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Update English language learning resources (1.5)

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

**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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## 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.

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### 2.1 Programme Admission Preconditions

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

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

Admission to the educational programmes presented for cluster accreditation is carried out in accordance with the conditions established by Georgian legislation. The admission prerequisites for the programmes are transparent, fair, and public. They ensure the inclusion of individuals with relevant knowledge and skills in the programme. Entry criteria for the programmes include:

- Unified National Examination results;
- Internal university exams (for the master's programme);
- Confirmation of foreign language (English) proficiency;

Mobility and enrollment of foreign citizens are carried out in compliance with the mandatory procedures defined by legislation and the rules established by the Maritime Academy.

#### Description and Analysis - Programme 1 (Business Administration - Bachelor)

Enrollment in the "Business Administration" bachelor's educational programme is carried out with the following prerequisites:

- Possession of a state document confirming complete general education;
- Successful completion of the Unified National Examinations;
- Mandatory exams: Georgian language and literature; English language; Elective exam: Mathematics or History;

Enrollment without passing the Unified National Examinations is possible in cases provided for by Georgian legislation. Furthermore, enrollment through mobility is allowed after completing one academic year of study, twice a year, according to the rules established by the National Center for Educational Quality Enhancement.

## Description and Analysis - Programme 1 (Business Administration - Master)

For enrollment in the "Business Administration" master's educational programme, the following are necessary:

- Possession of a bachelor's academic degree;
- Successful completion of the Common Master's Examinations;
- Passing internal university exams established by the Maritime Academy: Exam in "Business Administration"
- Confirmation of English language proficiency at B2 level: Submission of a B2 level certificate or passing a language proficiency test organized by the Maritime Academy;

Enrollment of foreign citizens is carried out in accordance with the rules established by Georgian legislation. The admission prerequisites for the programmes comply with Georgian legislation and ensure the inclusion of individuals with relevant knowledge and skills in the programmes. The admission prerequisites are clear and transparent; both national exams and internal university exams are considered. For the master's programme, a B2 level English language requirement is established.

However, there is potential for improvement. For the master's programme, additional criteria such as a motivation letter or interview are not mentioned. A motivation letter/interview would allow the Academy to assess the candidate's real interest and motivation towards the programme. This is particularly important at the master's level, where students are expected to have high engagement and self-motivation.

### Evidences/Indicators

- Maritime Academy website <https://www.bsma.edu.ge/>
- Self-evaluation report;
- Educational programmes;
- Interview results;

### General recommendations of the cluster:

- Ensure the placement of detailed information about the admission prerequisites for the programmes on its website and other information channels. (2.1)

### General suggestions of the cluster:

None

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

Programme 2 (MBA)

Suggestion(s):

- Add the requirement of submitting a motivation letter or conducting an interview to the admission prerequisites for the master's programme. (2.1)

**Evaluation**

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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.

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### **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 ensure the development of students' practical, scientific, research, and transferable skills in the following ways: involvement of students in scientific conferences and projects, annual organization of a scientific conference for students and young scientists and internal grant projects of the academy, where student involvement is one of the evaluation criteria. The institution has transparent processes for announcing conferences and participation conditions. Including the existence of "Rules for conducting student and scientific conferences", "Rules for selecting and funding academic staff and students for participation in international conferences" and "Rules for administering exchange programmes". The Academy also makes use of collaboration with local and international organizations, universities, the business sector, and government structures.

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

With respect to practical skills the programme includes a "Professional Practice" component (5 credits), which prepares students for real work environments. Various courses (e.g., Financial Management, Taxation, Operations Management, Logistics Management, Project Management, Managerial Accounting) also contribute to the development of practical skills.

In terms of scientific and research skills, students have the opportunity to participate in the annual student scientific conference. The academy's internal grant projects also involve student participation.

Finally, when it comes to transferable skills, the academic writing course develops skills necessary for reasoned argumentation, critical thinking, and working in academic fields. In addition, students have the opportunity to participate in exchange programmes.

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

The MBA programme includes courses such as Project Management; Managerial Accounting; Financial Management; Data Analysis and Modeling in Excel for Business, and others, that contribute to the development of practical skills. However, the Business Administration master's programme does not include a "Practice" course. The "Practice" course plays a significant role in students' professional development. It allows students to apply theoretical knowledge in a real business environment, which fosters the development of their practical and transferable skills. Practice also helps students establish professional contacts and develop career orientation. Gaining real work experience, increases students'

competitiveness in the job market. Additionally, practice promotes the generation of innovative ideas and the practical application of professional ethics principles, which is important for future business leaders. Thus, the "Practice" course plays a crucial role in ensuring students' professional development and career readiness. To strengthen the master's programme and develop students' practical skills, it is recommended to add a "Practice" course to the programme. This course will significantly improve students' readiness for the real business environment, give them the opportunity to apply theoretical knowledge in practice, and develop professional contacts. As referenced, the "Practice" course will also support students' career orientation and increase their competitiveness in the labor market.

The programme includes a "Research Methods" course, which develops students' ability to use modern scientific research methods. The master's thesis develops complex research skills and the ability to develop original ideas. The expert group examined six master's theses completed within the Business Administration master's programme. The analysis revealed significant deficiencies in the research components. Specifically, the research process did not meet essential requirements such as: in-depth literature analysis, formulation of hypotheses or research questions based on this analysis, use of appropriate methodologies and statistical tools for hypothesis testing or adequate presentation of research results.

In some works, hypotheses were formulated, but the rationale for their development and the methods of verification were unclear. The research methodology was described in only a few sentences, and critical components such as sampling strategies, information-gathering tools, and research conceptual models were not adequately presented. These findings indicate that institution should strengthen the development of students' research skills to ensure that master's theses are defended according to appropriate academic standards.

To address these deficiencies the institution should enhance students' research competencies. This may involve: strengthening courses in research methodology, improving academic writing skills, deepening instruction in statistical analysis methods and enhancing the thesis supervision process. By implementing these changes, the Academy can ensure that master's theses meet the requisite academic standards, thereby improving the overall quality of the programme and enhancing the research competencies of its graduates.

The master's thesis helps to develop transferable skills, such as the ability to create new ideas for problem-solving. Like bachelor's students, master's students also have the opportunity to participate in exchange programmes.

The academy has signed memoranda with regional business organizations and state institutions to provide internships and practical training. Rules have been developed for participation and funding in international conferences. The academy collaborates with local and international organizations, universities, and the business sector to support students' career development.

#### **Evidences/Indicators**

- Curricula and syllabi of educational programmes;
- Rules for conducting student and scientific conferences;
- Rules for selecting and funding academic staff and students for participation in international conferences;
- Rules for administering exchange programmes;
- Registry of memoranda;
- Employment statistics of graduates;
- Interview results;

**General recommendations of the cluster:**

- Increase the international mobility rate of students in the programmes (2.2)

**General suggestions of the cluster:**

- Strengthen collaboration with international partners; to facilitate student involvement in international and local scientific projects. (2.2)
- Develop a mechanism to encourage student scientific publications, for example, by providing opportunities for publishing the best research papers. (2.2)

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

**Programme 1 (BBA)**

**Recommendation(s):** None

**Suggestion(s):**

- Strengthen the scientific/research skills component in the bachelor's programme, for example, by introducing a bachelor's thesis or adding research projects (2.2)

**Programme 2 (MBA)**

**Recommendation(s):**

- Introduce a "Practice" course to the programme (2.2)
- Develop effective mechanisms for strengthening master students' research skills and ensuring these are demonstrated in Masters theses (2.2)

Suggestion(s): None

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**Evaluation**

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	<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 (BBA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (MBA)</b>	<input type="checkbox"/>	<input checked="" 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.

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

The Academy operates under the "Rules for Planning, Developing, and Implementing Educational Programmes," which require the specification of teaching-learning methods in syllabi. Methods proposed by the "Field Characteristics of Higher Education in Business Administration" are used.

The Quality Assurance Service has developed a recommendation document "Teaching/Learning Methods." In lectures, verbal, demonstration, explanatory, and case analysis methods are used. In seminars and practical classes, discussion/debates, group work, case studies, presentations, practical work, project and problem-based learning, simulation learning, and others are used.

Academic staff regularly participate in training to develop methodological skills. When selecting visiting staff, their methodological skills are evaluated. The assessment of academic staff's teaching-learning methodological skills is carried out through peer observation, open lectures, and student surveys. The expert team considered that the institution may wish to consider making greater use of innovative teaching-learning methods, for example, by using more interactive and digital technologies in the educational process.

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

The teaching-learning methods used in the programme correspond to the bachelor's level and are oriented towards developing practical skills.

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

The teaching-learning methods used in the programme are focused on developing research and analytical skills, which corresponds to the master's level.

#### **Evidences/Indicators**

- Rules for Planning, Developing, and Implementing Educational Programmes
- "Teaching/Learning Methods" - recommendation document
- Curricula and syllabi of educational programmes
- Documentation of academic staff professional development activities
- Results of student surveys
- Reports of peer observations and open lectures

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

Strengthen the implementation of innovative teaching-learning methods, for example, by using more interactive and digital technologies in the educational process. (2.3)

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

### **Evaluation**

Component 2.3. Teaching and learning methods	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

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Assessment is carried out in accordance with legislation and the Academy's internal rules. Specifically, the assessment is based on the Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia and the Maritime Academy's internal regulatory rule "Examination and Assessment Procedure."

The assessment includes midterm (60%) and final (40%) evaluations. The midterm assessment consists of a rating assessment (45%) and a computer-based test exam (15%). Minimum competency thresholds are established: 21 points for the midterm assessment and 20 points for the final exam.

The student's Grade Point Average (GPA) is used. The assessment system is transparent and accessible to students, with relevant documents posted on the Academy's website. Syllabi are also available in the electronic journal. The assessment includes 5 positive (A, B, C, D, E) and 2 negative (FX, F) grades. In case of FX, the student is given the right to take an additional exam.

The defense of the master's thesis is conducted by a specially created committee, through a public defense procedure. The assessment is done on a 100-point system, using the arithmetic mean of the committee members' evaluations.

The expert team did consider that the institution may benefit from strengthening training for academic staff on modern assessment methods, especially in the context of online and blended learning, where the institution has ambitions to increase provision in future.

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

The midterm assessment, which totals 60 points, consists of two components. The first component is the rating assessment, which is allocated 45 points. This component allows the course instructor to select and use various assessment methods and criteria, considering the specifics of the course. The second component is a computer-based test exam, which is worth 15 points. This exam is conducted in the 9th week and covers the lecture material from the first 8 weeks. The final exam, which is worth 40 points, is conducted in written form. This exam is a mandatory component of student assessment.

To successfully complete the course, a student must accumulate a minimum of 51 points. If a student receives 41-50 points (FX grade), they are given the opportunity to take an additional exam. In case of a grade lower than 40 points (F), the student will have to retake the course.

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

The master's thesis defense process at the Maritime Academy is well-structured and includes several important stages. The defense is carried out by a specially created evaluation committee, consisting of at least 5 members. The committee includes the master's programme supervisor(s), individuals with doctoral degrees, and field representatives. Before a student is allowed to defend, two important

prerequisites must be met: first, the master's thesis supervisor must submit a written conclusion. Second, the thesis must be checked for plagiarism, and the supervisor must analyze the results of this check.

The defense procedure consists of several stages: the student presents their thesis (10-15 minutes), followed by a question-and-answer session. After this, the reviewer's and supervisor's conclusions will be presented. The assessment is carried out on a 100-point system. Each committee member evaluates the thesis, and the final assessment is calculated as the arithmetic mean of these scores. This process ensures an objective and fair evaluation of the master's thesis, which is important for ensuring academic quality. During the interviews, it became clear that students, academic and invited staff are familiar with the assessment system implemented at the academy.

#### Evidences/Indicators

- Student assessment and examination procedure
- Teaching process procedure. Bachelor's level of study
- Teaching process procedure. Study level - Master's
- Curricula and syllabi of educational programmes
- Interview with students and academic/invited staff

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

Strengthen training for academic staff on modern assessment methods, especially in the context of online and blended learning. (2.4)

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

#### Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student 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.

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

Information regarding the management and academic experience of students at Batumi Maritime Academy was gathered through document reviews, interviews with students and graduates, and self-evaluation reports.

Upon enrollment, students are provided with study guidelines and information by lecturers. Students are informed about available vacancies and internships through various channels, including electronic magazines and the university's Facebook page. Fourth-year students undergo practice placements and several students shared specific success stories, such as crew members securing roles after completing these courses. But still, a notable area for improvement, as highlighted by students, is the need for increased hands-on practice, especially in language skills and maritime professions.

Students have access to both internal and international conferences. A recent international conference took place two months ago, and exchange programmes have been established, allowing students to study in countries such as Norway and Spain. Information on exchange programmes is communicated through the university's platform and social media channels.

Students are active in extracurricular activities, including student clubs, summer camps, and competitions organized by the student government. Scholarships and internal financial aid are also available, providing additional support to students.

Feedback is provided on student assessments, with lecturers offering personalized consultations of one hour per week, and grading transparency is maintained. However, there are concerns regarding students' limited involvement in programme design, as their input is currently restricted to questionnaire feedback, without broader representation in decision-making councils.

The Academy has made strides in offering international opportunities, such as exchange programmes with institutions in Bulgaria, Poland, and Norway, supported by government funding. The Logistics and Finance programmes, in particular, have received enhancements to better align with seaport employment opportunities. The Academy is also a member of IAMO, an international maritime association, providing further opportunities for collaboration and student development.

An annual forum with employers is held, and multiple meetings are organized to ensure that industry feedback is considered in curriculum development. While students participate in these events, engagement in international conferences remains limited, and there is room for greater student involvement in such opportunities.

The employment rate for students post-graduation is high, particularly in the maritime sector. The Academy maintains strong relationships with employers, and students are often retained after completing internships. Employers provide valuable feedback on student performance, and this input is factored into the overall evaluation process. Additionally, students benefit from participation in summer workshops and conferences, enhancing their practical knowledge and industry connections.

Finally, students evaluate lecturers and programmes at the end of each semester, both electronically and in person. The feedback is anonymous, and students are encouraged to openly discuss their experiences in class. Suggestions for improvement are implemented promptly, ensuring continuous quality enhancement.

#### **Evidences/Indicators**

- Educational Programmes and syllabi
- Memorandums
- Self-Evaluation Report
- The rules governing the implementation of student initiatives
- Document of Student Consultation Policy
- Educational Programme Planning Document
- Interview Results

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

- Increase student representation in decision-making, allowing students to participate more actively in programme design and selection processes, ensuring their voices are heard beyond questionnaire feedback. (3.1)
- Expand practical experience opportunities, provide more hands-on training opportunities, particularly in English language proficiency and maritime skills, to better prepare students for professional roles. (3.1)

**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
Programme 1 (BBA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input type="checkbox"/>	<input checked="" 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.

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

The management of Master's student supervision at Batumi Maritime Academy was evaluated based on self-evaluation reports, relevant documents, and interviews with academic staff and postgraduate students. The Academy has developed a comprehensive framework for ensuring the effective supervision of graduate students, although certain areas for enhancement were identified.

Each Master's and Doctoral student at the Academy is assigned a qualified supervisor who provides guidance throughout the research process. Supervisors must hold a relevant doctorate and demonstrate research experience. Co-supervisors may also be assigned when necessary, based on the complexity of the research topic and the agreement between the student and the primary supervisor. The process for appointing supervisors is transparent, ensuring that students receive relevant academic support from experts in their field.

Supervisors play an essential role in assisting students with various aspects of their research, including research design, methodology, project management, and the writing of the thesis or dissertation. They also provide support in integrating students into local and international scientific networks. Students are encouraged to participate in conferences, publish research in peer-reviewed journals, and apply for scientific grants with their supervisors' guidance.

The Academy has also established regulations governing the responsibilities of supervisors and co-supervisors. These include clear guidelines on the supervision process and the ratio of supervisors to students, which is 1.17, indicating that the programme has an adequate number of supervisors for the students.

The Academy has a well-structured process for ensuring academic integrity during thesis and dissertation preparation. Plagiarism detection is conducted using specialized software with a maximum allowable similarity rate set at 25%. The panel considered that the institution should review this threshold as have a similarity rate of up to a quarter of a student's work could be considered high. Supervisors are responsible for informing students about plagiarism policies and ensuring that their work complies with these regulations.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 1 (name, level)<sup>5</sup></b>	
Number of master's/doctoral theses supervisors	<b>7</b>
//Number of doctoral thesis supervisors	
Number of master's students	<b>6</b>
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

### **Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and interview results
- The human Resources list, CVs
- Syllabi
- Master's degree regulation document
- Plagiarism Rule
- Self-Evaluation Report
- Interview Results

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

- Review the plagiarism threshold for assessed student work. (3.2)

**General suggestions of the cluster:** None

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

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<sup>5</sup> In case of necessity please add the appropriate number of tables for the educational programmemes grouped in a cluster.

## 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 2 (MBA)	<input type="checkbox"/>	<input checked="" 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 (BBA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 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.

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### 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 Academy ensures that policies relating to personnel are carried out in accordance with the legislation of Georgia and has procedures in place governing the hiring of personnel, job adaptations, performance and professional development and to monitor staff satisfaction, which is monitored by the Education Quality Assurance Service.

Specifically, the institution has a "Methodology and rules for defining the number of academic and invited personnel" that sets minimum requirements. The Council of the Faculty of Business and Management developed the number of competitive units in accordance with the methodology and rules for defining the number of academic and visiting staff and submitted it to the Senate for consideration. The panel found these were adhered to in order to ensure sustainability of the programmes.

The institution adheres to the Law of Georgia "On Higher Education", in operating the "Rule of Open Contest for Academic Positions". The regulatory document defines the prerequisites for holding an academic position, qualification requirements, candidate selection criteria and the procedure for holding any contests.

The functions, workloads and rights and duties of academic and visiting staff are described in the "Rules for defining the amount of workload and remuneration of academic staff and invited teaching staff". Academic and invited staff carry out their activities in accordance with the individual workloads defined annually, which clearly defines classroom and other activities. Staff must complete an Academic Staff Workload Registration Form, prior to the start of the year, and this is considered and approved by the Head of the Academic Department and Dean of the Faculty. In the workload of the academic staff, the rules establish an annual mandatory classroom workload of 330 hours for academic staff, and an overall annual workload of at least 1800 hours. The panel found that these responsibilities were well understood by staff.

The evaluation of academic staff's activity is carried out in accordance with the "Rules for evaluating the effectiveness of staff activities". Based on the annual reports submitted by the Quality Assurance Service of the faculties, an integral part of which are the reports submitted by the academic staff and the performance analysis, the Quality Assurance Service of the Academy carries out an analysis of the evaluation of the academic staff's performance in order to define their effectiveness.

#### **Description and Analysis - Programme 1 (BBA) and Programme 2 (MBA)**

The expert panel viewed the CVs of staff teaching on the BBA and MBA and found that academic and invited staff held suitable qualifications and relevant experience. The faculty is comprised of a mixture of general business specialists in areas such as management and finance and an appropriate complement with direct experience in the maritime industries. Staff research profiles also indicate that they are actively publishing in relevant journals and producing output that is directly linked to national and international maritime matters. Both programmes are run by co-heads who have extensive backgrounds in the field.

<b>Programme 1 (BBA)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>6</sup>	Including the staff holding PhD degree in the sectoral direction <sup>7</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>24</b>			

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

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

- Professor	5			
- Associate Professor	10			
- Assistant-Professor	7			
- Assistant	2			
Invited Staff	8			–
Scientific Staff	0			–
<b>Programme 2 (MBA)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>8</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>9</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>24</b>			
- Professor	4			
- Associate Professor	7			
- Assistant-Professor	3			
- Assistant	2			
Invited Staff	8			–
Scientific Staff	0			–

### Evidences/Indicators

- Appendix 4.1.1. "Rules for holding an open contest announced for occupying an academic position";
- Appendix 4.1.2. "Rules for defining the amount of workload and compensation of academic staff and invited teachers";
- Appendix 4.1.3. "Rule of selection and evaluation of invited teachers";
- Appendix 4.1.4. "Methodology and rules for defining the number of academic and invited staff";
- Appendix 4.1.5. "Human resource management policy and procedure";
- Appendix 4.1.6. CV - personal files of staff implementing educational programs;
- Appendix 4.1.7. List of personnel implementing undergraduate and graduate educational programs with reference to educational and scientific component;
- Appendix 4.1.8. Functions and duties of the Head of the Program, Head of Master's Degree, administrative staff (contract samples).

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

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

**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
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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

The panel found that the institution has clear regulations governing the qualifications and appointment of supervisors for the Master's thesis. Supervisors are permitted to be academic persons of the Academy (Professor or Associate Professor) with an academic degree of doctor, relevant scientific-research and/or practical experience in the field. The Faculty appoint supervisors based on the recommendation of the Head of the programme. Staff from other educational institutions can be appointed, again based on the recommendation of the Head of Department. Co-supervisors can be invited members of staff with relevant practical experience providing the lead supervisor holds a doctorate. Supervisors clearly understand their responsibilities and students confirmed to the panel that they feel well supported through the process.

Programme 2 (MBA) <sup>10</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>11</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7		
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

### Evidences/Indicators

- Appendix 2.4.3. The procedure of the academic process. Teaching level - Master's degree.
- Appendix 4.2.1. List of Master's theses defended at the Faculty of Business and Management in the last 5 years.

**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
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<sup>11</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

### 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 institution has a number of mechanisms in place to consider staff performance and ultimately inform professional development activities using various questionnaires, these include: 1) staff evaluation by the dean of the faculty; 2) staff evaluation by the program head ; 3) staff evaluation by the head of the academic department; 4) staff evaluation by the head of the examination center and; 5) staff evaluation by the student.

The Academy uses this information to finance a range of external training and workshops, participation in international conferences and exchange programmes, as well as academic leave, funding of scientific research activities and assistance in obtaining research grants. Training organised by the institution also includes sessions on teaching and learning pedagogy.

The final annual evaluation of the academic staff includes both scientific research activity and professional development, self-evaluation, performance of the academic load and the final summarized results of the academic year. The details are set out in the “Procedure for the evaluation of the effectiveness of personnel activities”.

Staff confirmed to the panel that their evaluation takes place in accordance with this procedure and that they are provided with financial and other support to undertake professional development activities. However, the panel did recongise that the institution itself acknowledges that greater involvement of international academic staff in the programme would be beneficial. The panel appreciates that this is challenging to achieve but considers that this form of exchange could also be highly beneficial for the development of the Academy’s academic staff.

#### **Evidences/Indicators**

- Self-Evaluation Report
- Appendix 4.3.1. The procedure for evaluation of the effectiveness of personnel activities;
- Appendix 4.3.2. The method of implementation and funding of the scientific-research project;

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Encourage greater involvement of international academic staff with the programmes (4.2)

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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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.

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

The panel considered the institution's material resources through the self-evaluation report, site-visit interviews and tours of the premises and facilities.

The institution consider that the library is the center of access to information sources and is responsible for the protection and development of book collections, electronic resources, funds, as well as other services. The library keeps scientific, artistic, popular and other types of literature, periodicals and master's theses, book fund and periodicals relevant to educational programs. The Maritime Academy carries out higher educational activities at two locations (Batumi and Poti locations). Accordingly, in the process of adding the Poti branch in 2020-2021, the library was equipped for Poti branch. In 2019, the library gained access to Elsevier's scientific electronic databases in cooperation with the Rustaveli National Science Foundation of Georgia. Within the framework of the project, the library staff was trained on the usage of scientific library databases. In order to promote awareness and usage of electronic scientific databases, a series of posters were produced, which describe in detail the rules of use and usage of library scientific databases. Informational visuals were placed in the library hall and study buildings. These visuals are still in place and were viewed by the panel during the premises tour.

The library at Batumi is relatively small. The reading hall is equipped with 54 workplaces, 14 computers, a projector, a projector screen, as well as a printer, copier, scanner, and free wireless internet access. The staff workspace is equipped with inventory, 6 computers, a printer, a copier, a scanner, and free wireless internet access. The institution has also created a small group workspace with 10 workstations and 2 computers. The institution has plans to expand the library, in accordance with a recommendation from a previous external quality assurance team, however this process is yet to be completed and the panel encourages the Academy to maintain its focus on improving library facilities.

The Poti branch is also small with a reading hall, 14 computers for readers, 31 tables, 60 chairs, 1 printer, scanner; a workspace for library staff with 1 office, 2 computers; a bookstore, and a mechanical catalog. As well as a small group workspace consisting 5 desks, 1 printer, and 2 whiteboards.

Based on the agreement signed with "Innovative Systems Management" LLC, the Academy uses the electronic catalog: Evergreen MARC 21, <https://bsma.library.ac.ge/eg/opac/home>, which provides electronic cataloging and technical support of the book collection in the Academy. The Poti branch library also uses the electronic catalog of the same system as its branch, which is also placed on the website of the Academy, in the unified electronic catalog EVERGREEN <https://bsma.library.ac.ge/eg/opac/home>.

The purchase of literature is carried out by the purchasing service, the educational programs of the faculties (by the personnel implementing the educational programmes), educational and professional training centers, and upon the reader's request.

Study rooms at two locations of the Maritime Academy (Batumi and Poti) are technically equipped with networked computers and presentation equipment (projectors, smart boards). Administrative staff are provided with personal computers connected with the internet and have free access to printers and other technical devices. All computers are connected to servers and the information and communication infrastructure of the Academy is equipped with modern systems, the security of which is ensured by specialized network devices and anti-virus software elements. During its premises tour the panel saw newly purchased smart boards that were being installed, a demonstration of further investment in facilities.

In addition to the library catalog, the Academy makes use of various other online systems including a student and academic staff learning process management module, which includes academic registration (study courses), assessments, schedules and calendars, syllabi, study plans, semester reports (credits completed, semester GPA, student statuses, teacher semester workload indicators, academic performance, etc.); personal files of students, information board (news, announcements, training/conferences, conferences). As well as a financial service that allows for remote execution of individual tuition fee payment schedules, grants, printing of announcements, notices, and others.

#### **Evidences/Indicators**

- Appendix 4.4.1. Rules for using the library
- Appendix 4.4.2. documentation confirming the ownership of the book fund;
- Appendix 4.4.3. documentation confirming involvement in the international electronic library network;
- Appendix 4.4.4. Mechanisms for development and renewal of library resources and services;
- Appendix 4.4.5. Statistics of use of electronic library databases.

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

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

- Continue to expand Georgian language learning resources (4.4)
- Complete expansion of the library facility on the Batumi campus (4.4)

**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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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.

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

The budget of the Academy is drawn up in a consolidated form according to the budget classifier defined with the legislation, where the requirements of the Faculty of Business and Management are considered in all articles in proportion with the number of academic, administrative staff and students, which confirms the financial security and sustainability of the educational programme. The panel heard from the institution about changes that had been made to the internal process for constructing the budget and staff confirmed this was operating effectively. The panel viewed the budgets for the BBA and MBA programmes, which showed the following:

##### **Description and Analysis - Programme 1 (BBA)**

For 2024, the programme budget forecasts 100 students (4 groups) per year and 300 enrolled students in total. Tuition fees are set at 2250GEL, with a projected total income of 1350000. Expenditure is forecast at 1231950, leaving a small project of 118050. Budget lines are clearly specified and include: 1) remuneration of administrative and support staff; 2) remuneration for academic and hourly visiting staff; 3) business trips for academic staff of the faculty; 4) office expenses; 5) representational expenses; 6) other expenses (comprising costs of financing internship and other cultural, sports and educational events, exchange programmes as well as funding of student education and scholarship expenses and 7 non-financial assets (updating and improving the material and technical facilities.

##### **Description and Analysis - Programme 1 (MBA)**

For 2024, the programme budget forecasts 20 students per year and 40 enrolled students in total. Tuition fees are set at 2250GEL, with a projected total income of 1350000. Expenditure is forecast at 124100, leaving a small project of 118050. Budget lines are clearly specified and include: 1) remuneration of administrative and support staff; 2) remuneration for academic and hourly visiting staff; 3) business trips for academic staff of the faculty; 4) office expenses; 5) representational expenses; 6) other expenses (comprising costs of financing internship and other cultural, sports and educational events, exchange programmes as well as funding of student education and scholarship expenses and 7 non-financial assets (updating and improving the material and technical facilities.

## Evidences/Indicators

- Appendix 4.5.1. Budget of Undergraduate Educational Program in "Business Administration";
- Appendix 4.5.2. The budget of Master's Education Program in "Business Administration";

**General recommendations of the cluster:** None

**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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 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.

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### 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.

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

Batumi State Maritime Academy has a quality assurance department, which is involved in and coordinates the processes of planning, development and modification of an educational programmes.

Internal and external quality assurance mechanisms operate at the Academy. Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programmes; the mechanism of evaluation of the achievement of learning outcomes of educational programmes; mechanism of evaluation of the learning process of educational programmes; evaluation mechanism of academic/invited staff of an educational programmes. The main function of the Education Quality Assurance Service is to evaluate the quality of educational and scientific-research work, professional development of personnel in the Maritime Academy, promote the improvement of the quality of teaching and research, and monitor the effectiveness of management. Inside the QA department there is structural unit so-called ISO Standards Compliance Office-which also helps the university to have more standardized and organized QA procedures.

In the self-evaluation document presented by the institution, it is indicated that the quality assurance department works according to the general university PDCA principle: P (plan) - planning; D (do) implementation; C (check) - checking; A (act) – response; This implies the involvement of all interested parties of the university in the process of development of educational activities. The programme is approved step by step: The programme is discussed at the meeting of the programme committee; The programme draft will be monitored by the University Quality Assurance Department and it will be submitted to the University Academic Council for approval.

The University renewed the BA programme which will have 180 ECTS credits. It should be noted that programme implementation staff, students, alumni (from different programmes) employers were aware of the content of the programme. This implies that the development of programme and its preparation was a collaborative process, in which academic staff, administrative staff, students, graduates, as well as employers were involved. Nothing that elsewhere in the report the panel have identified the potential to

strengthen student participation in programme development specifically. During the site visit, students and employers described how the QA office asked their opinion about the programme development possibilities. Both groups gave expert panel examples related to on the desire to strengthen the practice component inside the programme. For example, employers named digital marketing as a desirable subject and that was confirmed by the University. Finally, it was clear for expert panel that programme staff collaborates with the QA department. During the site visit, the programme development team described that the aforementioned department always supported them during the programme modification process.

**Evidences/Indicators**

- Self Evaluation Report;
- Interview results;
- Quality Assurance policy;
- Quality assurance mechanisms and procedures for using assessment results;
- Handbook for interested persons of Batumi State Maritime Academy;
- Service monitoring process procedure.

**General recommendations of the cluster:** None

**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
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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

Authorization and accreditation are carried out by the National Center for Educational Quality Enhancement as the relevant external quality assurance agency. The University will use the recommendations received during the evaluation in the implementation of the programme. The head of the programme is obliged to take into account the recommendations, comments and instructions received by the Accreditation Council on the accredited programmes and submit them for consideration to the management bodies of the faculty and the academy. As well as to ensure the publicity and accessibility of any decisions taken. All programmes implemented at the academy are elaborated and implemented taking into account the results of external evaluation. The BA and MA programmes of business administration were also peer reviewed by field experts locally and internationally. The academy presented the external evaluation results and expert panel was able to look through the reports.

#### Evidences/Indicators

- Self Evaluation Report;
- Interview Results;
- Evaluation of educational programmes by partner schools;
- The results of the analysis of the evaluation of educational programmes by partner schools.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

## 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 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<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.

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

Programme monitoring and periodic evaluation is conducted under the guidance of Quality Assurance Department representatives. To monitor and periodically evaluate the programme and improve its quality, various tools, such as surveys, statistical data collection and analysis, internal peer-review, and comparison of the programme with its analogues are used. The process of evaluating the implementation of the educational programmes are based on the following main participants:

- a) students
- b) academic and invited personnel
- c) potential employers
- d) graduates of the programme

Based on SER document and interviews with expert panel it was clear, that all participants were involved in aware of the evaluation principles of educational programmes. The Academy admits that the most important stage in the development of the educational programme is the study of the market requirements and the analysis of the employers' requirements for specialists with appropriate qualifications. The institution organizes so called "Recruitment Forums", which allow organizations working in the maritime field to share with each other the news, requirements, challenges and demands of the field.

Students are participating in the evaluation process of educational programmes by filling out feedback questionnaires. Participation of academic and invited personnel in the evaluation of implementation of

the programme includes participation in the conceptual discussions related to the implementation of the programme. Potential employers also evaluate students and alumni, the qualifications and their competencies, taking account the level of skills required to match labor market requirements. In particular, they evaluate students' and graduates' theoretical knowledge and its practical application. Alumni evaluate the programme by means of questionnaires. While the Academy holds lots of data of past evaluations, it should be noted that academic and invited staff would benefit from using this data more intensively. For example, during interviews with the expert panel, academic staff had relatively weak knowledge about results of programme benchmark analysis, as well as information about how to determine ECTS credits for their individual courses.

The university conducts a survey of employers, the purpose of which is to create the programme in accordance with the market requirements and to eliminate the existing gaps, thereby improving the programme and, ultimately producing work ready graduates for the labor market. Employers' opinions are taken into account, along with surveys, through their involvement in the programme committee.

In order to take into account international trends in the process of improving the programmes, BA and MA business administration programmes were compared with similar programmes of other local and international universities.

#### **Evidences/Indicators**

- Self Evaluation Report;
- Interview Results;
- Evaluation of educational programmes by partner schools;
- The results of the analysis of the evaluation of educational programmes by partner schools.
- Reports produced by the National Agency relating to programmes in the study field

**General recommendations of the cluster:** None

**General suggestions of the cluster:** Use QA data more intensively to strengthen stakeholder knowledge about results of programmes benchmark evaluation and analysis. (5.3)

**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
Programme 1 (BBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (MBA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

## Compliance of the programmes with the standards

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

Signatures

Chair of Accreditation Experts Panel



Matthew Kitching,

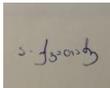
Of the member(s) of the Accreditation Experts Panel



Giorgi Gabedava,



Davit Sikharulidze,



Ani Qyatadze,



Ana Mchedlishvili,