



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

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

**Business administration - Accounting and Audit, BA
Business Administration - Accounting and Audit (English), BA
Business administration – Management, BA
Business Administration - Management (English), BA
Business Administration – Marketing, BA
Business Administration - Marketing (English), BA
Business Administration – Finance, BA
Business Administration - Finance (English), BA**

**Name of Higher Educational Institution
International Black Sea University**

Evaluation Date(s)

9 - 11 October 2024

Report Submission Date

13 December 2024

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	International Black Sea University, LLC
Identification Code of Institution	229275405
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme	Business Administration Accounting and Audit	Business Administration Accounting and Audit	Business Administration Management	Business Administration Management	Business Administration Marketing	Business Administration Marketing	Business Administration Finance	Business Administration Finance
Level of higher education	6th level	6th level	6th level	6th level	6th level	6th level	6th level	6th level
Qualification to be awarded	Bachelor of Business Administration (BBA) in Accounting and Taxation	Bachelor of Business Administration (BBA) in Accounting and Taxation	Bachelor of Business Administration (BBA) in Management	Bachelor of Business Administration (BBA) in Management	Bachelor of Business Administration (BBA) in Marketing	Bachelor of Business Administration (BBA) in Marketing	Bachelor of Business Administration (BBA) in Finance	Bachelor of Business Administration (BBA) in Finance
Name and code of the detailed field	0411 Accounting and taxation	0411 Accounting and taxation	0413 Management and Administration	0413 Management and Administration	0414 Marketing and advertising	0414 Marketing and advertising	0412 Finance, banking and insurance	0412 Finance, banking and insurance

Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language of instruction	Georgian	English	Georgian	English	Georgian	English	Georgian	English
Number of ECTS credits	180	180	180	180	180	180	180	180
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New	New	New	New	New	New	New

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

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes²

International Black Sea University (IBSU) has been a pioneer in English-language education in Georgia since 1995, offering programs in both English and Georgian across all academic levels. The university submitted 8 undergraduate Bachelor of Business Administration (BBA) programs for accreditation. These 8 BBA programs form a logically connected cluster within the field of business administration, sharing common features while emphasizing different specializations. The programs are designed to develop critical thinking skills across various business domains, including management, marketing, accounting and auditing, and finance.

Program Structure and Credits

All programs in the cluster follow the European Credit Transfer System (ECTS) and have the following characteristics:

- Duration: 3 academic years (6 semesters)
- Total credits: 180 (1 credit = 25 astronomical hours)
- Free study courses: 30-35 credits
- Mandatory free courses: 20 credits
- Optional free courses: 10-15 credits
- Specialty components: 145-150 credits (mandatory and optional)

Curriculum Design

The curriculum for each program includes:

1. Mandatory basic courses in business administration
2. Specialized courses in one of four areas: management, marketing, accounting and auditing, or finance
3. Elective courses to allow for customization

Program Development and Evaluation

The development of these programs involved:

1. Stakeholder engagement
2. Consideration of industry trends and labor market requirements
3. Incorporation of international best practices
4. Collaboration among program heads
5. External evaluation by field experts, resulting in positive assessments

To provide a comprehensive overview of the educational programs, the panel conducted a quantitative analysis of key metrics:

Number of BBA programs	8
Program duration (years)	3

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

Total credits per program	180
Free study course credits	30-35
Specialty component credits	145-150
Languages of instruction	English and Georgian

This data demonstrates the consistency across the program cluster in terms of structure and credit allocation, while allowing for specialization within the broader field of business administration.

● **Overview of the Accreditation Site Visit**

The accreditation site visit for eight Business Administration programs BA at IBSU in Tbilisi, Georgia, took place from October 9-11, 2024. The evaluation encompassed eight distinct Bachelor programs, offered in Georgian and English languages: Accounting and Audit, Management, Marketing, and Finance, all at the Bachelor's level.

An expert panel, led by an international specialist, conducted the assessment. The panel comprised field experts, a higher education specialist, a student representative, and was supported by a National Center for Educational Quality Enhancement (NCEQE) representatives.

The comprehensive evaluation process included:

- Document Review: Thorough examination of program-related materials
- On-Site Visits: Structured agenda spanning three days
- Stakeholder Interviews: Discussions with university administration, academic staff, students, alumni, and employers
- Facility Inspection: Assessment of the university's material, facilities and technical resources

The visit was marked by a collaborative atmosphere, with IBSU efficiently managing the proceedings. The panel's initial findings were shared with the institution at the conclusion of the visit, representing a crucial step in the accreditation process for these eight Bachelor of Business Administration programs at IBSU.

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

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

All Programs - complies with requirements

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

All Programs - Complies with requirements

3. Student Achievements, Individual Work with them

All Programs - Substantially Complies with requirements

4. Providing Teaching Resources

All Programs - Complies with requirements

5. Teaching Quality Enhancement Opportunities

All Programs - Complies with requirements

● Recommendations

General recommendations of the cluster:

1.4.1 It is recommended to correct the error regarding the awarded qualification - Bachelor of Public Relations (on page 27 of the Self-evaluation report (Georgian version) and on page 26 of the Self-evaluation report (English version)).

1.4.2 It is recommended to include the most recent sources in Georgian in the list of basic literature in the syllabi of Georgian-language programmes.

3.1.1 It is recommended the Business School to enhance internationalization and to effectively provide students with information on the benefits of participating in the exchange program.

4.1.1 To ensure the sustainability of the university's programs, it is recommended to increase the number of academic personnel.

Program specific Recommendation(s):

Programme 1 (Business Administration - Accounting and Audit, BA)

None

Programme 2 (Business Administration - Accounting and Audit (English), BA)

None

Programme 3 (Business Administration - Management, BA)

1.4.1 It is recommended to correct the error: Statistics and Probability for Business is listed twice (in the preconditions table), and the amounts of credits is different (5 / 6 credits).

1.4.2 It is recommended to correct the error: the volume of credits for the Bachelor's thesis (6 credits) does not correspond to the total volume of hours (175 hours instead of 150).

Programme 4 (Business Administration - Management (English), BA)

1.4.1 It is recommended to correct the error: the programme indicates the total amount of field elective courses as 10 credits instead of 15 credits (on page 20 of the English-language document, and on page 25 of the Georgian-language document).

1.4.2 It is recommended to correct the error: the volume of credits for the Bachelor's thesis (6 credits) does not correspond to the total volume of hours (175 hours instead of 150).

1.4.3 It is recommended to correct the error: in the table of preconditions, there are some errors in the semesters of course implementation (e.g.: Introduction to Psychology - VI semester instead of III semester, Principles of Digital Marketing - V semester instead of IV semester).

Programme 5 (Business Administration - Marketing, BA)

1.4.1 It is recommended to correct the error: Statistics and Probability for Business are presented in different (5 / 6) credits (including the table of preconditions).

1.4.2 It is recommended to correct the error: a number of components in the programme are marked in two semesters instead of one semester (e.g.: Startup Accelerator, Bachelor thesis, Internship).

1.4.3 It is recommended to correct the error: in the Integrated Marketing Communications (5 credits), the total number of hours is incorrectly indicated.

1.4.4 It is recommended to correct the error: Data Analysis and Modeling with Electronic Spreadsheets can also be found under the name Data Analysis and Business Modeling with Excel (e.g.: in the table of preconditions).

Programme 6 (Business Administration - Marketing (English), BA)

1.4.1 It is recommended to correct the error: Statistics and Probability for Business are presented in different (5 / 6) credits (including the table of preconditions).

1.4.2 It is recommended to correct the error: a number of components in the programme are marked in two semesters instead of one semester (e.g.: Startup Accelerator, Bachelor thesis, Internship).

1.4.3 It is recommended to correct the error: in the Integrated Marketing Communications (5 credits), the total number of hours is incorrectly indicated.

Programme 7 (Business Administration - Finance, BA)

None

Programme 8 (Business Administration - Finance (English), BA)

None

● **Suggestions for the Programme Development**

General suggestions of the cluster:

Standard 1

1.2.1 It is suggested to implement a structured process for stakeholder involvement in the development of programme learning outcome.

1.2.2 It is suggested to review advanced programme learning outcomes to ensure they are achievable within the program timeframe.

1.3.1 It is suggested to develop a more structured evaluation cycle for learning outcomes. This should include clearly defined stages for data collection, analysis, and utilization of results. Implement a systematic approach to gather both quantitative and qualitative data from various sources, including direct assessments (e.g., exams, projects) and indirect methods (e.g., surveys, focus groups).

1.3.2 The panel suggests to establish specific benchmarks for each learning outcome. While the program has general benchmarks, these should be more precisely defined and aligned with industry standards. Collaborate with external stakeholders, including employers and alumni, to set realistic and relevant benchmarks that reflect current market demands, trends and expectations.

1.3.3 Enhance the involvement of external stakeholders in the evaluation process. While there is some engagement with employers and alumni, this could be more systematic and formalized.

1.4.1 It is suggested to more precisely define the admission preconditions in some courses.

1.5.1 It is suggested to update, supplement and/or clarify the compulsory literature indicated in the syllabi of some courses in order to fully reflect the modern achievements in the field of study.

1.5.2 It is suggested that in using evaluation methods and criteria, to take into account to a greater extent the scope and specificity of the course.

1.5.3 It is suggested to update and/or revise the content of courses in order to eliminate overlapping topics in courses and to meet learning standards.

1.5.4 It is suggested to add/strengthen components that ensure mastery.

1.5.5 It is suggested to present more clearly the learning outcomes that can be achieved with the same syllabi in different programs (by different lecturers).

1.5.6 It is suggested to strengthen the practical component, which will help students to get a high-quality education in the relevant areas that meet the modern requirements.

Standard 2

2.2.1 It is suggested that all memorandums and agreements with the organizations should specify the number of students they can accommodate.

2.2.2 It is suggested that students' awareness of exchange programs should be increased and they should be provided with the necessary support to participate.

2.3.1 It is suggested that faculty will develop a strategy on how the usage of artificial intelligence tools will be regulated in teaching and research.

2.4.1 Additional communication to students about appeals procedures should be strengthened.

2.4.2 It is desirable for the student to be able to retake the exam without a document confirming the reason for the absence.

Standard 3

3.1.1 It is advisable to change the procedure for selecting a student in the Faculty Board and be elective instead of selection.

Standard 4

4.4.1 Create dedicated labs focusing on key areas like marketing, management consulting, digital transformation, and finance. These specialized labs will allow students to engage in hands-on, industry-specific learning aligned with their fields of study.

4.4.2 Design the Lab's activities around real-world projects where students can gain practical experience. This approach will help them develop entrepreneurial skills through collaboration across cluster programs, working together on interdisciplinary teams.

4.4.3 Engage industry experts, successful entrepreneurs, and faculty members to offer one-on-one mentorship to students. This guidance will support students throughout the venture creation process, from ideation to execution.

Program specific Suggestion(s):

Programme 1 (Business Administration - Accounting and Audit, BA)

1.2.1 Develop more specific, measurable outcomes for soft skills in the learning outcomes.

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.2 It is suggested to define Introduction to Finance as a precondition for Public Finance.

Programme 2 (Business Administration - Accounting and Audit (English), BA)

None

Programme 3 (Business Administration, Management, BA)

1.1.1 Include more explicit references to international accounting standards and practices to enhance the programme's global relevance.

1.1.2 It is important to consider cutting-edge technologies such as block chain, Fintech and advanced digital tools related to financial industry.

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 4 (Business Administration - Management (English), BA)

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 5 (Business Administration - Marketing, BA)

1.1.1 Include more specific objectives related to data-driven marketing and digital analytics and advanced modern technologies.

1.2.1 Develop a clear progression map for learning outcomes across the program and ensure to explicitly link outcomes to relevant sectoral benchmarks.

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.2 It is suggested that Introduction to Finance does not require a precondition.

Programme 6 (Business Administration - Marketing (English), BA)

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 7 (Business Administration - Finance, BA)

1.1.1 It is important to consider cutting-edge technologies such as blockchain, Fintech and advanced digital tools related to financial industry.

1.4.1 It is suggested to move Fundamentals of Business Research from an elective courses to the list of compulsory components.

1.4.2 It is suggested to teach Basics of Risk Management before Banking.

1.4.3 It is suggested to replace the courses Bank and Monetary Policy (4 credits) and Banking (5 credits) with one 6-credit course (including to avoid overlapping topics). Accordingly, the syllabus Financial Institutions will be adjusted.

1.4.4 It is suggested to add Business Ethics and Corporate Social Responsibility to the programme.

1.4.5 It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.

1.4.6 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.7 It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

Programme 8 (Business Administration - Finance (English), BA)

1.4.1 It is suggested to move Fundamentals of Business Research from an elective courses to the list of compulsory components.

1.4.2 It is suggested to teach Basics of Risk Management before Banking.

1.4.3 It is suggested to replace the courses Bank and Monetary Policy (4 credits) and Banking (5 credits) with one 6-credit course (including to avoid overlapping topics). Accordingly, the syllabus Financial Institutions will be adjusted.

1.4.4 It is suggested to add Business Ethics and Corporate Social Responsibility to the programme.

1.4.5 It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.

1.4.6 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.7 It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

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

None

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

Compliance information on page 7 has been updated partially for standard 3 and 4 as per the argumentative position of HEI. However, standard 1 compliance remains as it is as it is correctly mentioned. This is in line with the recommendations provided for this sub-standard.

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

N/A, New programs.

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	

⁴ **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.

⁵ **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.

3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

In general, the objectives of all eight programmes comply with the requirements of Standard 1.1. The objectives are mostly realistic and achievable, considering the specificity of each field. They reflect the knowledge and skills the programmes aim to develop. However, some objectives across the programmes appear unclear and require rephrasing, particularly those related to the programs' contribution to societal development and field advancement especially related to recent advanced technological developments. However, this is not critical when it comes to compliance with the requirements.

The programmes seem to consider local and international labor market demands and trends, but this could be more explicitly stated in some of the programme objectives. The alignment with IBSU's mission and strategy is not clearly articulated in the provided information in SER. Additionally, while the objectives likely reflect internationalization to some degree, this aspect could be more prominently featured across all programmes especially in the programme objectives.

To further improve compliance with Standard 1.1, IBSU should consider making the programme objectives more specific and measurable, clearly articulating how each programme contributes to field development and societal needs. The university should also ensure that all objectives are publicly accessible and shared among all stakeholders involved in the programmes.

Please note programme specific analysis is provided for four programmes separately as the Program Objectives are exactly same/identical for the Georgian and English taught programmes.

Programme 1 Business Administration - Accounting and Audit, BA (GEO)

The Business Administration - Accounting and Audit, program aims to develop specialists in accounting and auditing, grounded in comprehensive business administration principles. Its objectives are centered on fostering students' analytical and practical competencies in financial reporting, auditing practices, and overall business management. These objectives take into account local labor market needs and trends while also considering certain elements of the international labor market.

The program's structure demonstrates an effort towards internationalizing the educational experience, reflecting the specific demands of the Business Administration discipline at the Bachelor's level. While the objectives are deemed realistic and attainable, there is room for improvement in articulating how they contribute to both the evolution of the field and societal advancement. Graduates are expected to achieve a high level of proficiency in financial analysis and auditing methodologies, preparing them to address modern business environments adeptly.

Programme 2 - Business Administration - Accounting and Audit, BA (ENG)

The program is designed to cultivate specialists in accounting and auditing, providing a robust foundation in business administration. The program's objectives focus on enhancing students' analytical and practical skills in areas such as financial reporting, auditing, and business management. These objectives are aligned with local labor market demands and trends, while also acknowledging limited aspects of the international labor market.

The educational framework reflects the internationalization of the curriculum, tailored to the unique characteristics of the Business Administration field at the Bachelor's level. Although the program objectives are realistic and achievable, they could benefit from greater specificity regarding their impact on advancing the field and contributing to societal development. The expected outcomes include a solid proficiency in financial analysis and auditing techniques, equipping graduates to meet contemporary business challenges effectively.

Programme 3 Business Administration - Management, BA (GEO)

The Business Administration - Management, program in Georgian focuses on preparing future managers with an extensive understanding of business operations, leadership qualities, and strategic analytical skills. The program's objectives are crafted to address both local labor market needs and certain aspects of the international labor market trends. This dual focus ensures that students acquire relevant skills that enhance their employability.

Competencies targeted by the program include decision-making and organizational abilities, essential for successful management practices. Furthermore, there is a reflection of internationalization within the educational framework, taking into account the unique characteristics of Business Administration studies at the Bachelor's level. The objectives of this program are made public and are accessible to all interested parties.

In summary, the goals articulated by those involved in this program are consistent with IBSU's overarching mission and strategic objectives. Nonetheless, there is potential for greater clarity regarding how internationalization is integrated into the management education provided. Although this program encompasses general management principles effectively, incorporating a focus on entrepreneurial skills could significantly benefit graduates as they navigate their careers in a globalized business landscape.

Programme 4 - Business Administration - Management, BA (ENG)

The Business Administration - Management, program is designed to cultivate future managers equipped with a thorough understanding of business processes, leadership capabilities, and strategic thinking skills. The program objectives are tailored to meet the demands of the local labor market while also reflecting certain trends in the international labor market. This alignment ensures that graduates are well-prepared for various career opportunities.

The program aims to develop a diverse set of competencies, including decision-making and organizational skills, which are crucial for effective management. Additionally, there is a noticeable emphasis on the internationalization of the educational curriculum, particularly in how it pertains to the field of Business Administration at the Bachelor's level. The program objectives are publicly accessible and clearly articulated, ensuring transparency for prospective students and stakeholders.

Overall, the objectives shared by all stakeholders involved in the program align with the mission, goals, and strategic direction of IBSU. However, there is room for improvement in explicitly detailing how the program incorporates elements of internationalization within its management education framework. While it serves as a comprehensive management program, integrating entrepreneurial skills could further enhance the graduates' readiness for dynamic business environments.

Programme 5 - Business Administration - Marketing, BA (GEO)

The Business Administration - Marketing, BA program in Georgian aims to cultivate graduates who possess a solid understanding of marketing fundamentals, consumer behavior insights, sales methodologies, and digital marketing tactics. The objectives of this program are articulated clearly and are realistic, reflecting current market trends in both marketing and sales. They specifically address the nuances of the field while striving to foster relevant marketing competencies. Importantly, these objectives are informed by local labor market requirements and trends, alongside some considerations for the international labor landscape.

This program also incorporates elements of internationalization within its educational structure, which is particularly relevant to the Business Administration discipline at the Bachelor's level. Additionally, the program's objectives are made public and are easily accessible to interested parties. In summary, the shared objectives among stakeholders align well with IBSU's mission, goals, and strategic framework.

Programme 6 - Business Administration - Marketing, BA (ENG)

The Business Administration - Marketing, program aims to equip graduates with a comprehensive understanding of marketing principles, consumer behavior, sales techniques, and digital marketing strategies. The program's objectives are clearly defined and attainable, aligning with contemporary trends in marketing and sales. They take into account the specific needs of the field while focusing on the development of pertinent marketing skills. Additionally, the objectives reflect local labor market demands and trends, as well as certain aspects of the international labor market.

The program also demonstrates a degree of internationalization in its educational framework, which is essential given the unique characteristics of Business Administration at the Bachelor's level. Furthermore, the program objectives are publicly accessible, ensuring transparency for all stakeholders. Overall, the goals shared by those involved in the program are consistent with the mission, objectives, and strategic direction of IBSU.

Programme 7 - Business Administration - Finance, BA (GEO)

The Business Administration - Finance, program in Georgian focuses on preparing students to become proficient financial experts with a robust grasp of financial markets, investment tactics, and risk management principles. The program objectives are designed with consideration for

local labor market demands and trends, while also acknowledging limited aspects of the international labor market.

These objectives are made public and are accessible to all stakeholders involved in the program, ensuring transparency and alignment with IBSU's mission and strategic goals. Furthermore, there is an evident effort towards internationalization in the curriculum, taking into account the specific characteristics of Business Administration education at the Bachelor's level. Nonetheless, there is room for improvement in articulating how these objectives specifically contribute to enhancing Georgia's financial sector and addressing recent technological innovations that have significantly impacted this field.

Programme 8 - Business Administration - Finance, BA (ENG)

The Business Administration - Finance, BA program is designed to cultivate financial experts who possess a comprehensive understanding of financial markets, investment strategies, and risk management. The program objectives are tailored to meet the demands of the local labor market while also reflecting trends in the international financial landscape. This dual focus ensures that graduates are well-equipped to navigate both local and global financial environments.

The objectives of the program are publicly accessible and align with the mission, objectives, and strategy of the International Black Sea University. They emphasize the importance of developing relevant competencies in finance education. Additionally, there is a noticeable reflection of internationalization within the educational program, considering the unique aspects of Business Administration at the Bachelor's level. However, it is noted that some objectives could benefit from greater specificity regarding their contributions to the development of Georgia's financial sector and recent technological advancements that have transformed the industry.

Evidences/Indicators

- Panel interviews;
- programs, syllabi grouped in a cluster;
- human resources implementing the programs grouped in the cluster;
- Mission, vision and values of the International Black Sea University;
- Analysis of the labor market and employers' requirements;
- IBSU website - <https://ibsu.edu.ge>.

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 3 (Business Administration, Management, BA)

Recommendation(s):

Suggestion(s):

1.1.1 Include more explicit references to international accounting standards and practices to enhance the programme's global relevance.

1.2.1 It is important to consider cutting-edge technologies such as block chain, Fintech and advanced digital tools related to financial industry.

Programme 5 (Business Administration - Marketing, BA)

Recommendation(s):

Suggestion(s):

1.1.1 Include more specific objectives related to data-driven marketing and digital analytics and advanced modern technologies.

Programme 7 (Business Administration - Finance, BA)

Recommendation(s):

Suggestion(s):

1.1.1 It is important to consider cutting-edge technologies such as blockchain, Fintech and advanced digital tools related to financial industry.

Evaluation⁶

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶ Evaluation is performed for each programme separately.

Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

This analysis is provided based on the information in the self-evaluation report and the information available in programme specific documents and responses provided during the interviews. The compliance of each of the eight Bachelor in Business Administration programmes at IBSU with the requirements of Standard 1.2 Programme Learning Outcomes is presented as follows.

The programme learning outcomes for these programs are designed to be measurable, achievable, and realistic, reflecting the level 6 qualification descriptor of the National Qualifications Framework (NQF). They encompass a range of competencies, including analytical and critical thinking skills, problem-solving abilities, and professional communication skills, which are crucial for success in the business world. IBSU has made efforts to ensure that the learning outcomes are consistent with the appropriate level of qualification and the specific requirements of each specialization within business administration. The programs aim to provide graduates with both theoretical knowledge and practical skills relevant to their chosen field, whether it be accounting, management, marketing, or finance.

The university has demonstrated a some commitment to involving various stakeholders in the development and refinement of learning outcomes. This collaborative process includes input from academic staff, students, graduates, and employers, which helps ensure that the programs remain relevant and responsive to industry needs. However, there are some areas for improvement, such as the involvement of stakeholders in developing learning outcomes is not clearly demonstrated. The panel failed to get a clear evidence during interviews especially from students, alumni and employer representative of their engagement in the development of programme learning outcomes.

Finally, all eight programs demonstrate general compliance with Standard 1.2, there are areas where each could improve to fully meet all aspects of the standard. Enhancing the measurability of outcomes, strengthening stakeholder involvement, and ensuring clear alignment with NQF and sectoral benchmarks would further strengthen these programs.

Please note programme specific analysis is provided for four programmes separately as the Program Learning Outcomes are exactly same/identical for the Georgian and English taught programmes.

Programme 1 Business Administration - Accounting and Audit, BA (GEO)

The Georgian-taught program for Business Administration - Accounting and Audit establishes a strong connection between its learning outcomes and program objectives. The curriculum aims to equip students with essential knowledge and skills pertinent to accounting practices and auditing standards. This program focuses on measurable and achievable learning outcomes that reflect the necessary competencies for future employment. However, similar concerns arise regarding the explicitness of soft skill development within the curriculum. The relationship of this program with the National Qualifications Framework (NQF) also lacks clear documentation, which could provide additional assurance of its quality and relevance. The development of this program has likewise involved collaboration among various stakeholders - academic staff, students, graduates, and employers - to ensure that the learning outcomes meet industry needs. This collaborative approach not only aligns with employment demands but also supports students' further educational pursuits. Stakeholders receive adequate information about these learning outcomes, fostering a transparent educational environment.

Programme 2 Business Administration - Accounting and Audit, BA (ENG)

For the English-taught program, the Business Administration - Accounting and Audit curriculum is structured to ensure that learning outcomes are closely aligned with the program's objectives. Students are expected to acquire comprehensive knowledge and skills in key areas such as accounting principles, financial reporting, and auditing techniques. The program emphasizes measurable and achievable outcomes, allowing students to assess their progress effectively. However, there is room for improvement regarding the measurability of outcomes related to soft skills, which are crucial for professional development but may not be explicitly defined. The program's alignment with the National Qualifications Framework (NQF) is not clearly articulated in available documentation, which could enhance transparency regarding its compliance with sectoral benchmarks. Furthermore, the program has been developed through a collaborative process involving various stakeholders, including academic staff, students, and industry representatives. This collaboration ensures that learning outcomes are relevant to current employment demands and facilitate graduates' progression to higher education levels. Information regarding these outcomes is communicated effectively to all stakeholders involved in the program.

Programme 3 - Business Administration - Management, BA (GEO)

The Management program's learning outcomes in the Georgian-taught curriculum are generally well-aligned with the program objectives and field specifics. They encompass a range of management theories, decision-making skills, and leadership competencies, ensuring that students gain essential knowledge and skills relevant to the field. However, there are areas identified for improvement. The involvement of stakeholders in developing these learning outcomes could have been better demonstrated. Evidence of engagement from students, alumni, and employer representatives in the development process was sufficiently presented. Furthermore, some learning outcomes may be overly broad, which could pose challenges in effectively measuring student achievement against these criteria.

Programme 4 - Business Administration - Management, BA (ENG)

In the English-taught Management program at IBSU, the learning outcomes are also designed to align with the program aims and industry standards. They address key areas such as management theories, analytical skills, and leadership abilities essential for success in a global business environment. The program ensures that learning outcomes are measurable and achievable, providing a clear pathway for students to demonstrate their competencies. Additionally, these outcomes are consistent with the National Qualifications Framework (NQF), which helps maintain alignment with sectoral benchmarks. The program's design reflects an understanding of employment demands for graduates, facilitating their transition to further education or professional opportunities. However, similar to the Georgian program, there is room for enhancement regarding stakeholder involvement in the development of learning outcomes. While the curriculum aims to include input from academic staff and industry professionals, clearer mechanisms for gathering feedback from students and alumni could strengthen this collaborative process. Overall, while the English-taught program has established a solid foundation for learning outcomes, ongoing refinement and stakeholder engagement will enhance its effectiveness and relevance in meeting educational and professional standards.

Programme 5 - Business Administration - Marketing, BA (GEO)

The learning outcomes of the Business Administration - Marketing program at the IBSU, are designed to align with the employment demands of graduates and reflect current market trends. This program encompasses essential topics such as market research, consumer behavior, and digital marketing strategies, ensuring that students acquire relevant skills. However, a critical analysis reveals that the progression of learning outcomes from introductory to advanced courses lacks clarity in the provided documentation. The connection to sectoral benchmarks is articulated, and during interviews with university representatives, the panel did receive satisfactory responses regarding these aspects.

Programme 6 - Business Administration - Marketing, BA (ENG)

In terms of English-taught programs, the learning outcomes for the Business Administration - Marketing program similarly aim to meet employment demands while addressing significant market trends. The curriculum includes vital components such as market research methodologies and digital marketing practices, which are integral to achieving the program's objectives. Nevertheless, a thorough examination indicates that the progression of learning outcomes across different academic levels could have been defined bit better in the available documentation. The alignment with sectoral benchmarks is also inadequately addressed, as evidenced by the lack of convincing information provided during discussions with university stakeholders. Overall, while both programs strive to meet educational standards and employment readiness, there are notable gaps in articulating how learning outcomes evolve throughout the curriculum and their connection to established benchmarks.

Programme 7 - Business Administration - Finance, BA (GEO)

The Finance program's learning outcomes are generally well-aligned with the field's requirements, covering areas such as financial analysis, investment strategies, and risk management. The achievability and realism of some advanced outcomes may need further analysis and assessment. The consistency with labor market demands could be more explicitly demonstrated, especially in the case of the latest financial technologies impacting the finance and banking industries. IBSU can conduct and document regular market demand analyses to ensure ongoing alignment of this program's learning outcomes with market demands such as the latest technological trends. The program is designed to provide students with a comprehensive understanding of financial principles, equipping them with the necessary skills to succeed in various roles within the finance sector. Collaboration with industry professionals and stakeholders

is essential in refining these learning outcomes, ensuring they reflect current practices and expectations.

Programme 8 - Business Administration - Finance, BA (ENG)

In the English-taught Finance program, the learning outcomes also correspond well to the aims of the program, emphasizing critical areas such as financial modelling, corporate finance, and ethical decision-making in finance. These outcomes are measurable and achievable, allowing students to assess their progress effectively throughout the course. The program aligns with international standards and sectoral benchmarks developed based on the National Qualifications Framework (NQF), ensuring that graduates possess qualifications recognized globally. Furthermore, the curriculum is designed to meet employment demands, enabling graduates to pursue advanced education or enter the workforce confidently. Continuous engagement with stakeholders - including academic staff, industry experts, students, and alumni - facilitates a collaborative approach to developing these learning outcomes. This ensures that all parties involved are informed about expectations and can contribute to enhancing the relevance and effectiveness of the program. Regular feedback from employers can further refine the curriculum to better prepare students for future challenges in the finance industry.

Evidences/Indicators

- Panel interviews;
- Educational programs and program attachments grouped in a cluster;
- Syllabus of training courses;
- Analysis of comparison of the program with similar programs;
- Analysis of the results of the survey of interested parties;
- Conclusion of the external expert of the undergraduate educational program.

General recommendations of the cluster: None

General suggestions of the cluster:

1.2.1 It is suggested to implement a structured process for stakeholder involvement in the development of programme learning outcome.

1.2.2 It is suggested to review advanced programme learning outcomes to ensure they are achievable within the program timeframe.

Recommendations and suggestions according to the programmes:

Programme 1 (Business Administration - Accounting and Audit, BA)

Recommendation(s):

Suggestion(s):

1.2.1 Develop more specific, measurable outcomes for soft skills in the learning outcomes.

Programme 5 (Business Administration - Marketing, BA)

Recommendation(s):

Suggestion(s):

1.2.1 Develop a clear progression map for learning outcomes across the program and ensure to explicitly link outcomes to relevant sectoral benchmarks.

Evaluation

Component Programme Outcomes	1.2 Learning	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<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 IBSU's Bachelor in Business Administration program demonstrates a structured approach to evaluating program learning outcomes, but there are areas that require further development and clarification. The university has established a system for defining, collecting, and analyzing data to measure learning outcomes, which is commendable. However, the evaluation mechanism

appears to lack specificity in certain aspects, particularly regarding the frequency and methods of assessment. The program utilizes both direct and indirect evaluation methods, which is a positive aspect as it allows for a comprehensive assessment of student achievement. Nevertheless, the exact nature of these methods and their alignment with the field-specific requirements could be more clearly articulated. The involvement of external stakeholders in the evaluation process is mentioned, but the extent and regularity of their participation remain unclear. The accreditation panel was not convinced on this aspect during the site visit interviews.

One area of concern is the benchmarking system for learning outcomes. While the university claims to have benchmarks in place, the criteria for establishing these benchmarks and the process for comparing results against them are not sufficiently detailed in the SER and documents provided. This lack of clarity may hinder the effective use of benchmarks for program improvements. The university reports that academic staff are familiar with the methods of evaluating learning outcomes, but the level of support provided to staff for developing skills in elaboration, measurement, and analysis of these outcomes is not explicitly addressed. This raises questions about the consistency and effectiveness of the evaluation process across different courses within the program.

To improve the program, it is recommended that the university develop a more detailed and transparent framework for the evaluation of learning outcomes. This should include specific timelines for assessment, clear criteria for benchmarking, and a structured approach to involving external stakeholders. Additionally, the university should consider implementing a comprehensive training program for academic staff to enhance their skills in designing and implementing effective evaluation methods in addition to the current training arrangement. Furthermore, the university should establish a more robust mechanism for utilizing assessment results in program improvements. While the intention to modify and develop various aspects of the program based on evaluation results is mentioned, a more systematic approach to implementing these changes and monitoring their effectiveness would strengthen the overall quality assurance process. In general, the standard 1.3 complies with the requirements.

Evidences/Indicators

- Panel interview;
- Instruction for evaluation of learning outcomes of the educational program of the Black Sea International University;
- mechanism for evaluating the learning outcomes of the program;
- Map of program goals and learning outcomes;
- Document confirming the participation of the interested persons involved in the preparation of learning outcomes of the program.

General recommendations of the cluster: None

General suggestions of the cluster:

1.3.1 It is suggested to develop a more structured evaluation cycle for learning outcomes. This should include clearly defined stages for data collection, analysis, and utilization of results. Implement a systematic approach to gather both quantitative and qualitative data from various sources, including direct assessments (e.g., exams, projects) and indirect methods (e.g., surveys, focus groups).

1.3.2 The panel suggests to establish specific benchmarks for each learning outcome. While the program has general benchmarks, these should be more precisely defined and aligned with industry standards.

Collaborate with external stakeholders, including employers and alumni, to set realistic and relevant benchmarks that reflect current market demands, trends and expectations.

1.3.3 Enhance the involvement of external stakeholders in the evaluation process. While there is some engagement with employers and alumni, this could be more systematic and formalized.

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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

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

The bachelor educational programmes combined in the cluster are compiled on the basis of the methodology for planning, designing and developing educational programmes (The rule of planning and development of educational programs, developed and approved by the IBSU (decree №07/01-05, 13.03.2024).

The programme design process as well as programme development process is a collaborative, and coordinated activity. It involves all stakeholders, the business school's academic staff, visiting staff, quality assurance unit, students, alumni and employers, which demonstrates a collaborative approach and ensures that programs meet the opinions and needs of all stakeholders. It can be said that the current trends in the field and labor market requirements, as well as international best practices are taken into account in the process of developing the programmes.

Programmes combined in a cluster are logically connected to each other at the level of study courses. All programmes include mandatory basic courses necessary for the field of Business administration, at the same time, depending on the specifics of the programme, emphasis is placed on one of the chosen areas - accounting and audit, management, marketing, finance.

In the structure of programmes grouped in a cluster, 20 credits are allocated to free compulsory component, 10-15 credits to free elective components, and 145-150 credits are distributed between compulsory and elective components of the specialty. The presented bachelor's programmes are designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. The content, volume and complexity of the programmes correspond to the bachelor level of education, ensure the achievement of programme learning outcomes and respond to the current vision of the field.

The bachelor educational programmes include 180 credits and consist of 6 academic semesters; 1 credit includes 25 hours. Depending on the specifics of the programme and the individual workload of the student, the number of credits per year may be less or more than 60, but not more than 75 credits. The content of the programmes takes into account the main issues of internationalization; During the interviews and detailed familiarization with the programmes, the involvement of foreign professors in the implementation and development of the programmes was noted. The Georgian-language bachelor educational programmes presented in the cluster provide for mandatory teaching of Business English (after the courses General English B2.1 and General English B2.2). Also, the courses of the Georgian-language programmes presented in the cluster widely use literature in foreign languages. As a recommendation, we found that in some cases the syllabi of the Georgian-language programmes do not include the latest available Georgian sources in the list of basic literature.

The content and structure of each educational programme included in the cluster determines its individuality and ensures the achievement of the learning outcomes of the programme. The learning outcomes and course content are generally consistent with the learning outcomes of the program. The structure of the programmes is mostly logical and consistent. The teaching and research components, as well as each individual course, are generally arranged sequentially, providing a logical progression.

The programmes presented in the cluster take into account new research findings and modern scientific achievements; IBSU also ensures the publicity and accessibility of information about the programmes at the appropriate level.

For the most part, the admission preconditions to the component are adequately defined, however, in some courses the admission preconditions need to be more precisely defined or adjusted.

Description and Analysis - Programme 1 (Business Administration - Accounting and Audit, BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 130 credits (in the Georgian-language programme, unlike the English-language programme, the Business English is provided); free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 20 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Accounting and Taxation), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however, in some courses, the admission preconditions need to be more precisely defined.

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

2. It is suggested to define Introduction to Finance as a precondition for Public Finance.

Description and Analysis - Programme 2 (Business Administration - Accounting and Audit (English), BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 125 credits; free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 20 credits, and free elective component - 15 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Accounting and Taxation), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however, in some courses, the admission preconditions need to be more precisely defined.

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

2. It is suggested to define Introduction to Finance as a precondition for Public Finance.

Description and Analysis - Programme 3 (Business Administration - Management, BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 140 credits (in the Georgian-language programme, unlike the English-language programme, the Business English is provided); free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 10 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Management), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however:

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Description and Analysis - Programme 4 (Business Administration - Management (English), BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 135 credits; free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 15 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Management), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework. Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however:

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Description and Analysis - Programme 5 (Business Administration - Marketing, BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 135 credits (in the Georgian-language programme, unlike the

English-language programme, the Business English is provided); free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 15 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Marketing), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however, in some courses, the admission preconditions need to be more precisely defined.

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.
2. It is suggested that Introduction to Finance does not require a precondition.

Description and Analysis - Programme 6 (Business Administration - Marketing (English), BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 130 credits; free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills (in the self-evaluation report – Information Technologies) - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 15 credits, and free elective component - 15 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Marketing), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

For the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however:

1. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Description and Analysis - Programme 7 (Business Administration - Finance, BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 126 credits (in the Georgian-language programme, unlike the

English-language programme, the Business English is provided); free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 24 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Finance), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

Some elective courses should be offered as compulsory courses, and some courses should preferably be added to the programme. Also, for the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however, in some courses, the admission preconditions need to be more precisely defined.

1. It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.
2. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.
3. It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

Description and Analysis - Programme 8 (Business Administration - Finance (English), BA)

The amount of credits provided by the bachelor educational programme is 180, and the compulsory courses of the field - 121 credits; free compulsory component amount is 20 credits and include: Academic writing - 5 credits; Computer skills - 5 credits, General English (B2.1, B2.2) - 10 credits; field elective courses include 29 credits, and free elective component - 10 credits.

In order to obtain a bachelor's degree (Bachelor of Business Administration (BBA) in Finance), a student must accumulate at least 180 credits, which ensures the achievement of the programme objectives and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory courses provided by the programme are aimed at the transfer and formation of theoretical knowledge, practical skills, responsibility and autonomy for the student, which is determined by the learning outcomes of the educational programme.

Some elective courses should be offered as compulsory courses, and some courses should preferably be added to the programme. Also, for the most part, the admission preconditions are adequately defined to ensure the integrity of the programme, however, in some courses, the admission preconditions need to be more precisely defined.

1. It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.
2. It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.
3. It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

Evidences/Indicators

- The rule of planning and development of educational programs of IBSU;
- Bachelor educational programmes, grouped in the cluster with the enclosed syllabi;
- Curriculum map;
- Self-evaluation report;
- Interview results (during the visit to the university);
- IBSU website.

General recommendations of the cluster:

1.4.1 It is recommended to correct the error regarding the awarded qualification - Bachelor of Public Relations (on page 27 of the Self-evaluation report (Georgian version) and on page 26 of the Self-evaluation report (English version)).

1.4.2 It is recommended to include the most recent sources in Georgian in the list of basic literature in the syllabi of Georgian-language programmes.

General suggestion of the cluster:

1.4.1 It is suggested to more precisely define and the admission preconditions in some courses.

Recommendations and suggestions according to the programmes:

Programme 1 (Business Administration - Accounting and Audit, BA)

Recommendation(s): None

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.2 It is suggested to define Introduction to Finance as a precondition for Public Finance.

Programme 2 (Business Administration - Accounting and Audit (English), BA)

Recommendation(s): None

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.1 It is suggested to define Introduction to Finance as a precondition for Public Finance.

Programme 3 (Business Administration - Management, BA)

Recommendation(s):

1.4.1 It is recommended to correct the error: Statistics and Probability for Business is listed twice (in the preconditions table), and the amounts of credits is different (5 / 6 credits).

1.4.2 It is recommended to correct the error: the volume of credits for the Bachelor's thesis (6 credits) does not correspond to the total volume of hours (175 hours instead of 150).

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 4 (Business Administration - Management (English), BA)

Recommendation(s):

1.4.1 It is recommended to correct the error: the programme indicates the total amount of field elective courses as 10 credits instead of 15 credits (on page 20 of the English-language document, and on page 25 of the Georgian-language document).

1.4.2 It is recommended to correct the error: the volume of credits for the Bachelor's thesis (6 credits) does not correspond to the total volume of hours (175 hours instead of 150).

1.4.3 It is recommended to correct the error: in the table of preconditions, there are some errors in the semesters of course implementation (e.g.: Introduction to Psychology - VI semester instead of III semester, Principles of Digital Marketing - V semester instead of IV semester).

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 5 (Business Administration - Marketing, BA)

Recommendation(s):

1.4.1 It is recommended to correct the error: Statistics and Probability for Business are presented in different (5 / 6) credits (including the table of preconditions).

1.4.2 It is recommended to correct the error: a number of components in the programme are marked in two semesters instead of one semester (e.g.: Startup Accelerator, Bachelor thesis, Internship).

1.4.3 It is recommended to correct the error: in the Integrated Marketing Communications (5 credits), the total number of hours is incorrectly indicated.

1.4.4 It is recommended to correct the error: Data Analysis and Modeling with Electronic Spreadsheets can also be found under the name Data Analysis and Business Modeling with Excel (e.g.: in the table of preconditions).

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.2 It is suggested that Introduction to Finance does not require a precondition.

Programme 6 (Business Administration - Marketing (English), BA)

Recommendation(s):

1.4.1 It is recommended to correct the error: Statistics and Probability for Business are presented in different (5 / 6) credits (including the table of preconditions).

1.4.2 It is recommended to correct the error: a number of components in the programme are marked in two semesters instead of one semester (e.g.: Startup Accelerator, Bachelor thesis, Internship).

1.4.3 It is recommended to correct the error: in the Integrated Marketing Communications (5 credits), the total number of hours is incorrectly indicated.

Suggestion(s):

1.4.1 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

Programme 7 (Business Administration - Finance, BA)

Recommendation(s): None

Suggestion(s):

1.4.1 It is suggested to move Fundamentals of Business Research from an elective courses to the list of compulsory components.

1.4.2 It is suggested to teach Basics of Risk Management before Banking.

1.4.3 It is suggested to replace the courses Bank and Monetary Policy (4 credits) and Banking (5 credits) with one 6-credit course (including to avoid overlapping topics). Accordingly, the syllabus Financial Institutions will be adjusted.

1.4.4 It is suggested to add Business Ethics and Corporate Social Responsibility to the programme.

1.4.5 It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.

1.4.6 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.7 It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

Programme 8 (Business Administration - Finance (English), BA)

Recommendation(s): None

Suggestion(s):

1.4.1 It is suggested to move Fundamentals of Business Research from an elective courses to the list of compulsory components.

1.4.2 It is suggested to teach Basics of Risk Management before Banking.

1.4.3 It is suggested to replace the courses Bank and Monetary Policy (4 credits) and Banking (5 credits) with one 6-credit course (including to avoid overlapping topics). Accordingly, the syllabus Financial Institutions will be adjusted.

1.4.4 It is suggested to add Business Ethics and Corporate Social Responsibility to the programme.

1.4.5 It is suggested to define Introduction to Finance as a precondition for Banking and Principles of Insurance.

1.4.6 It is suggested to define Mathematics II as a precondition for Statistics and Probability for Business.

1.4.7 It is suggested to define Financial Accounting as a precondition for Managerial Finance I (instead of Principles of Accounting).

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
Program 1 (Business Administration - Accounting and Audit, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

➤ The content of the academic course / subject and the number of credits ensure the

achievement of the learning outcomes defined by this course / subject.

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

The syllabi of the programs presented in the cluster include the objectives of the courses, learning outcomes, assessment system, teaching-learning methods, course content, compulsory and auxiliary literature.

In academic courses credits are distributed within 4-6 ECTS credits (Internship is an exception), according to the load of the study courses. The program includes Internship (10 credits) and a bachelor's thesis (6 credits), which are relevant. The number of credits allocated for courses largely corresponds to the course content and learning outcomes. The distribution of contact hours and independent work is rational and sufficient in order to achieve the learning outcomes, which ensures preparation of competitive specialists for the local and international labor market. The content of each individual academic course as a whole corresponds to the learning outcomes of this course.

Compulsory literature and supporting materials listed in the syllabi are mainly based on modern achievements, largely include modern sources and ensure the achievement of the learning outcomes of the programmes. At the same time, the compulsory literature indicated in the syllabi of some courses needs to be updated, supplemented and/or clarified in order to fully reflect the current achievements in the field of study. The achievement of each learning outcome of the courses is assessed. Forms, methods and criteria for assessing learning outcomes are described in the course. However, the methods and criteria for assessing learning outcomes in the syllabi of some courses require clarification, taking into account the scope and specificity of the course.

The courses include a practical component. The strengthening of the practical component will help students to get a high-quality education in the relevant fields that meets the modern requirements. The learning outcomes of the academic courses of the main field of study correspond to the programmes learning outcomes, however, it is suggested to add/strengthen components that ensure the mastery, as well as to more clearly present the learning outcomes that can be achieved with the same syllabi in different programs (by different lecturers).

Description and Analysis - Programme 1 (Business Administration - Accounting and Audit, BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes there are terminological inaccuracies, so they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses

needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, refer to the compulsory literature in the Georgian language, identify "lecturer's conspectus" (author, title, number of pages, year, etc.) and reference to compulsory/auxiliary literature, validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Description and Analysis - Programme 2 (Business Administration - Accounting and Audit (English), BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, identify "lecturer's conspectus" (author, title, number of pages, year, etc.) and reference to compulsory/auxiliary literature, validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Description and Analysis - Programme 3 (Business Administration - Management, BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes there are terminological inaccuracies, so they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, refer to the compulsory literature in the Georgian language, identify "lecturer's conspectus" (author, title, number of pages, year, etc.) and reference to compulsory/auxiliary literature, validation/optimization of electronic sources (in some cases, links do not open).

Description and Analysis - Programme 4 (Business Administration - Management (English), BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a

number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, identify "lecturer's conspectus" (author, title, number of pages, year, etc.) and reference to compulsory/auxiliary literature, validation/optimization of electronic sources (in some cases, links do not open).

Description and Analysis - Programme 5 (Business Administration - Marketing, BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes there are terminological inaccuracies, so they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, refer to the compulsory literature in the Georgian language, validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Description and Analysis - Programme 6 (Business Administration - Marketing (English), BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform. Sometimes they need to be clarified and improved. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Description and Analysis - Programme 7 (Business Administration - Finance, BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform or vague. Sometimes there are terminological faults, so they need to be clarified and refined. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning, also refer to the compulsory literature in the Georgian language (e.g.: Bank and monetary policy, Securities analysis, Principles of insurance, Business Research Foundations, Investment and Portfolio Management, Public Finance), validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Description and Analysis - Programme 8 (Business Administration - Finance (English), BA)

The content of each individual academic course as a whole corresponds to the learning outcomes of that course. Every learning outcome of each academic course is assessed. The forms, methods and criteria for assessing learning outcomes are determined in a specific course. In the syllabi of a number of courses the methods and criteria for assessing learning outcomes are uniform or vague. Sometimes they need to be clarified. When using evaluation methods and criteria, it is necessary to take into account to a greater extent the scope and specificity of the course.

The compulsory and auxiliary literature indicated in the syllabi are mainly based on the current achievements of the field, in most cases include contemporary sources and ensure the achievement of the learning outcomes of the program. However, part of the syllabi of the courses needs to update and/or clarify the compulsory literature in order to fully reflect the modern achievements in the field of basic learning (for example: Bank and monetary policy, Securities analysis, Principles of insurance, Business Research Foundations, Investment and Portfolio Management, Public Finance), validation/optimization of electronic sources (in some cases, links do not open or the list is too extensive).

Evidences/Indicators

- Bachelor educational programmes grouped in a cluster, syllabi
- Curriculum map
- Self-evaluation report
- Results Course learning outcomes assessment
- Results of the interview.

General recommendations of the cluster: None

General suggestions of the cluster:

1.5.1 It is suggested to update, supplement and/or clarify the compulsory literature indicated in the syllabi of some courses in order to fully reflect the modern achievements in the field of study.

1.5.2 It is suggested that in using evaluation methods and criteria, to take into account to a greater extent the scope and specificity of the course.

1.5.3 It is suggested to update and/or revise the content of courses in order to eliminate overlapping topics in courses and to meet learning standards.

1.5.4 It is suggested to add/strengthen components that ensure mastery.

1.5.5 It is suggested to present more clearly the learning outcomes that can be achieved with the same syllabi in different programs (by different lecturers).

1.5.6 It is suggested to strengthen the practical component, which will help students to get a high-quality education in the relevant areas that meet the modern requirements.

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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

The admission process and procedures for the cluster programmes provided by the IBSU are carefully structured to comply with national legislation and university regulations. Admission criteria are designed to reflect the specific characteristics of business studies. This ensures that applicants who possess the relevant skills and demonstrate the competencies necessary to succeed in the program are selected.

To be eligible to study in this program, applicants must meet the following requirements:

- Educational Background: The applicant must have a complete general education or an equivalent qualification.
- Unified National Exams: Successful completion of the unified national exams is mandatory for admission.

Certain individuals may be admitted to the program without passing the unified national exams. These include:

1. Exemptions based on Ministerial Order: Individuals covered under the Georgian Ministry of Education and Science Order No. 224/N (December 29, 2011) can enroll without taking the unified national exams, provided they meet specific conditions outlined in this order.
2. Foreign Students: Admission requirements for international students are outlined on the website: <https://iro.ibsu.edu.ge/en/home>
3. Mobility Students: Students transferring from other higher educational institutions can join the program according to Order No. 10/N (February 4, 2010) by the Minister of Education and Science of Georgia, which governs the procedures and fees for such transfers.

These exceptions ensure flexibility in admissions while maintaining the standards set by the Georgian educational system.

The university has established a methodology for determining the number of students in each educational programme. This methodology considers the programme's specific requirements, and the institution's available resources, and ensures the efficient and smooth implementation of the educational process. Also, it has a methodology for determining the required number of academic personnel for each program.

Based on the analysis of the admission procedures for each program, here's a summarized overview of the university's admission procedures across all programs:

- General Exam Requirements for All Programs:
 - Georgian Language and Literature: Required for all applicants.
 - Foreign Language: Applicants must pass one of the foreign languages.
 - Mathematics: Compulsory for certain programs:

Required for:

- Bachelor's in Business Administration - Accounting and Audit
- Bachelor's in Business Administration - Accounting and Audit (English)
- Bachelor's in Business Administration - Finance
- Bachelor's in Business Administration - Finance (English)

Optional Exam is in history for applicants to Management and Marketing programs. In English-language programs, applicants must choose English as their foreign language and pass the 50%+1 threshold.

Business Administration - Accounting and Audit, Bachelor

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must pass one of the foreign languages;
- In addition, the entrant must pass mathematics in the unified national exams.

Business Administration - Accounting and Audit (English), BA

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must choose the English language and pass the 50%+1 threshold;
- In addition, the entrant must pass mathematics in the unified national exams.

Business Administration – Management, Bachelor

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- At the time of registration for the unified national exams, the applicant must pass one of the foreign languages.
- In addition, the applicant must pass mathematics or history in the unified national exams.

Business Administration - Management (English)

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must choose the English language and pass the 50%+1 threshold;
- In addition, the applicant must pass mathematics or history in the unified national exams.

Business Administration – Marketing, Bachelor

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must pass one of the foreign languages;
- In addition, the applicant must pass mathematics or history in the unified national exams.

Business Administration - Marketing (English), BA

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must choose the English language and pass the 50%+1 threshold;
- In addition, the applicant must pass mathematics or history in the unified national exams.

Business Administration – Finance, Bachelor

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must pass one of the foreign languages;
- In addition, the entrant must pass mathematics in the unified national exams.

Business Administration - Finance (English), BA

The applicant must pass the following compulsory subjects:

- Georgian language and literature;
- During the registration for the unified national exams, the applicant must choose the English language and pass the 50%+1 threshold;
- In addition, the entrant must pass mathematics in the unified national exams.

These admission requirements are in full alignment with Georgian legislation, ensuring that all students possess the foundational skills necessary for academic success across diverse programs.

Evidences/Indicators

- Panel interviews;
- Undergraduate educational programs grouped in a cluster;
- IBSU website - <https://ibsu.edu.ge>.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Component Programme admission preconditions	2.1	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The educational programmes grouped in the cluster ensure the development of the students' practical, scientific/research and transferable skills and their involvement in projects in accordance with the programme learning outcomes. The university offers several opportunities for students to ensure their professional development. To sustain their practical skills development, it has established memorandums and agreements with various organizations, which means that students can have practical experience in different organizations. Although, it should be noted that not all memorandums and agreements specify the number of students the organizations can accommodate.

The university offers exchange programs under the Erasmus Mundus framework, allowing students to gain international experience, which is a good practice. However, it should be noted that during the site visit, both students and alumni admitted that they have never benefited from these exchange programs. Therefore, it is advisable to increase awareness among students and provide them with support to encourage participation in exchange programs.

In order to develop practical, transferable and scientific skills, the students are offered to participate in international conferences. For example, the last international conference hosted by IBSU was the "Third Multidisciplinary International Student Conference" in June 2024.

For the development of scientific research skills, IBSU provides students the opportunity to publish their articles in journals issued by the university, which can be found on their website: <https://ibs.u.edu.ge/ge/scientific-journal/>.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Programme descriptions
- Self-Evaluation Report
- On-site visit
- IBSU website

General recommendations of the cluster: None

General suggestions of the cluster:

2.2.1 It is suggested that all memorandums and agreements with the organizations should specify the number of students they can accommodate.

2.2.2 It is suggested that students' awareness of exchange programs should be increased and they should be provided with the necessary support to participate.

Recommendations and suggestions according to the programmes: None

Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration -)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management (English), BA)				
Program 5 (Business Administration – Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration – Marketing, (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration – Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration – Finance, (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

The teaching-learning methods of each study course of the program correspond to the teaching level, the content of the course, the learning outcomes, the requirements of the field and ensure their achievement. To implement the educational programme's teaching and learning component, methods such as lectures, seminars, practical/laboratory work, presentation, deduction, method of analysis, case study/situation analysis, brainstorming, discussion / debate, demonstration, learning through electronic devices, explanation method, group work, individual work, work in pairs are used. During the on-site visit it was mentioned that the university uses Harvard Business School Case Studies, which are used in the teaching and learning process. Above mentioned methods are adapted for local, as well as for international students. During the site visit it was admitted that during the pandemic university used distance learning methods.

In some cases, it may be beneficial to teach students how to effectively use artificial intelligence tools in their studies and research, ensuring they can harness this advanced technology. Conversely, there may be times when it's preferable to restrict its use to maintain clarity about the originality of the students' work. Overall, it is suggested that faculty will develop a strategy on how the usage of artificial intelligence tools will be regulated in teaching and research.

Evidences/Indicators

- Programme description and syllabi;
- Self-Evaluation Report;
- On-site visit.

General recommendations of the cluster: None

General suggestions of the cluster:

2.3.1 It is suggested that faculty will develop a strategy on how the usage of artificial intelligence tools will be regulated in teaching and research.

Recommendations and suggestions according to the programmes: None

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, (English), BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

In the business administration cluster at IBSU, student evaluation is done fairly, in accordance with established procedures. It is transparent and compliant with the legislation. Students are informed about the grading system at the start of their studies, each student confirmed on the

panel. They mentioned the lecturer informs about the assessment components of each subject in the first lecture.

During the interview, it was noted that after the evaluation of the exam, the lecturers discuss the main mistakes and give appropriate instructions and recommendations. Students have the opportunity to see mistakes made and lecturers are easily accessible in case of questions. A similar trend can be seen in the evaluation of the educational process by students. HEI has written the procedure for appealing the exam results. During the interview, the students confirmed the existence of such a service, they told us that they can appeal within 5 working days, and they know students who appealed and their request was met. However, the 2024 student satisfaction survey revealed that the appeal procedures are still unclear for about 40%, and it is desirable that the institution continue and strengthen its work in this regard.

The university has written an academic integrity policy document that protects the principle of intellectual property. The document clearly describes the mechanisms for detecting plagiarism, responding to it, and corresponding measures of responsibility. During the interview, the students confirmed the existence of plagiarism and recalled cases when their classmate had to rewrite the paper due to the mentioned violation.

The student has the opportunity to retake the midterm and final exam. The university has a written regulatory document. During the interview, it became clear that the majority of students are familiar with the rules. However, it should be noted that they have the right to retake the exam only if the absence is excused. The absence reason must be confirmed by a document (medical form #100, in the case of a business trip, a document confirming it, etc.). This creates an additional barrier for the student to use the service, it is desirable that they have the opportunity to retake the exam component (at least one in a subject) without confirmed documents.

Evidences/Indicators

- Self-evaluation report;
- IBSU Website;
- Black Sea International University Academic Integrity Policy;
- Examination procedure;
- On-site visit;
- Evaluation of educational process by students;
- Regulation of the IBSU educational process.

General recommendations of the cluster: None

General suggestions of the cluster:

2.4.1 Additional communication to students about appeals procedures should be strengthened.

2.4.2 It is desirable for the student to be able to retake the exam without a document confirming the reason for the absence.

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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

A student enrolled in the Business Administration Cluster program at IBSU receives information on the study process. Orientation meetings are held before the start of studies. During the interview, it became clear that the students were informed about the change of the program in advance. Some of them informed at the counseling meeting, others by email. The majority of first- and third-year students agreed with the institution's position and viewed the changes positively.

It is worth noting that in the teaching process the program took into account the opinions of students and added courses to deepen the knowledge of data analysis. An Excel learning subject and a Python programming course have been added. Students and alumnis report that they have requested more practice in the courses, and now subjects include cases that are based on reality and require practical work. In marketing subjects, both international and Georgian examples are discussed, students work based on practice and doing presentations. Internship is an obligatory subject to complete the course, the university administration and students mentioned that most of them do not need help in finding an internship, in the remaining single cases, the university helps in finding one. In that case, it was still not possible to find, higher education institutions offer

internships in their departments. The faculty council is represented by a student, however, as the panel revealed, students have a vague idea about this. They do not have information on how to become a member of the faculty council. The student in the board is elected by the faculty (based on the criteria of academic performance, English language proficiency and active studentship), the student representative is not elected by the students.

Within the program, students have the opportunity to participate in local and international projects. During the interview, students mentioned that they often receive emails about various conferences, workshops and projects. It is worth noting the "Basics of Business (BOB)" project funded by the university, where business school students conduct trainings and lectures to school pupils. Students inform them about the field, its specificity and the importance of the profession. The project is implemented both in Tbilisi and across the regions. Business-related competitions are also actively held.

To support the career development of students in business school programs, training-type sessions are held that include creating an effective CV, writing a cover letter and preparing for an interview. Trainings are conducted on job market challenges, opportunities in startups and technology, and more. An employment forum is held once a year, attended by leading employers of the country. It should be noted that 91% of business school graduates are employed, 72% of them with their profession. There have been cases where IBSU graduates become employers themselves in the future and employ current students.

Students noted that they are aware of international exchange programs, but they did not participate for personal reasons. Currently, 3 students from the business school benefit from the Erasmus exchange program, it is worth noting that the statistics were better in the past semesters and the number of countries and universities was greater. It is recommended that the business school strengthen its focus on internationalization and effectively inform students about the benefits of participating in an exchange program.

Evidences/Indicators

- Self-evaluation report;
- IBSU Website;
- On-site Visit;
- Student Satisfaction Survey;
- Student Engagement Document in Local and International Activities;
- 2023-2024 Academic Year Activity Plan;
- Student employment rate;
- IBSU exchange students statistics;
- Career Service Activities for Business School.

General recommendations of the cluster:

3.1.1 It is recommended the Business School to enhance internationalization and to effectively provide students with information on the benefits of participating in the exchange program.

General suggestions of the cluster:

3.1.1 It is advisable to change the procedure for selecting a student in the Faculty Board and be elective instead of selection.

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
Program 1 (Business Administration - Accounting and Audit, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Not Applicable (N/A) Bachelor Cluster

Cluster and individual evaluation

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

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

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

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

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

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

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes: N/A

Evaluation N/A

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Program 3 (Business Administration - Management, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

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

IBSU has implemented the selection and appointment system for academic staff, aligning with Georgia's legal framework and the university's internal regulations titled "IBSU's methodology for determining the number of academic and invited staff" (instructions for planning, developing and developing educational programs). This dual approach ensures that only qualified individuals are appointed to academic positions, maintaining both legal compliance and high standards of excellence in the university's faculty. During the site-visit, also based on the analysis of personal files of academic and invited staff, they confirmed that their qualifications are fully compliant with qualification requirements, functions and applicable legislation.

The hourly workload schedule of academic and invited staff of bachelor's programme presented in the cluster is updated every semester. The scheme includes teaching, scientific-research and other workload, and also considers the workload in all institutions, where they hold an academic or scientific position. At the IBSU, the maximum lecture load for a professor is 15 hours per week. However, this workload can be adjusted by agreement with the rector (for more details, refer to the Regulation on the Determination of Academic Workload and Labor Remuneration). Additional workload requirements include consulting hours - academic and visiting staff are required to hold 2 hours of consulting hours with students each week.

Lecturers implementing educational programmes of the educational university are authors, co-authors, editors and translators of various monographs and textbooks; They have also participated in both local and international scientific conferences and symposiums. Through a range of interviews with selected students in all programmes of study within the cluster, the panel of experts noted that the student body was of the opinion that human resources were well organized to best support the teaching requirements of the courses of study, including support and administrative staff.

It is important to note that the programs currently lack a well-balanced structure between academic and invited staff, with an imbalance leaning heavily towards invited staff. This negative ratio could impact program stability and the continuity of expertise, as a balanced faculty structure is crucial for ensuring academic consistency, supporting research initiatives, and fostering a stable learning environment for students. Addressing this imbalance would contribute to strengthening the program's long-term quality and sustainability. University representatives have explained that the imbalance between academic and invited staff is due to the need for additional visiting staff to accommodate several parallel student groups. During a site visit, both visiting and academic staff highlighted their collaborative efforts to ensure alignment and coordination in achieving the program and syllabi learning outcomes.

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

Description and Analysis

Program 1 (Business Administration - Accounting and Audit, Bachelor)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 4 Professors (with 1 affiliated professor)
- 8 Associate Professors (with 7 affiliated associate professors)
- 2 Assistant Professors

The number of the invited staff is 58.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support

structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 1 (Business Administration - Accounting and Audit, Bachelor)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[1]	Including the staff holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Total number of academic staff	14	14	13	10
- Professor	4	4	3	1
- Associate Professor	8	8	8	7
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	58	58	30	–
Scientific Staff				–

Program 2 (Business Administration - Accounting and Audit, English-taught, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 3 Professors
- 10 Associate Professors (with 9 affiliated associate professors)
- 4 Assistant Professors (with 4 affiliated assistant professors)

The number of the invited staff is 35.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 2 (Business Administration - Accounting and Audit, English-taught, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[3]	Including the staff holding PhD degree in the sectoral direction[4]	Among them, the affiliated academic staff
Total number of academic staff	17	17	15	13

- Professor	3	3	3	-
- Associate Professor	10	10	9	9
- Assistant-Professor	4	4	3	4
- Assistant				
Invited Staff	35	35	18	–
Scientific Staff				–

Program 3 (Business Administration – Management, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 6 Professors (with 3 affiliated professors)
- 11 Associate Professors (with 9 affiliated associate professors)
- 1 Assistant Professor (with 1 affiliated assistant professor)

The number of the invited staff is 40.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 3 (Business Administration – Management, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated academic staff
Total number of academic staff	18	18	5	13
- Professor	6	6	3	3
- Associate Professor	11	11	1	9
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	40	40	15	–
Scientific Staff				–

Program 4 (Business Administration - Management English- thought, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 6 Professors (with 3 affiliated professors)
- 9 Associate Professors (with 7 affiliated associate professors)
- 2 Assistant Professors (with 2 affiliated assistant professors)

The number of the invited staff is 31.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 4 (Business Administration - Management English- thought, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[7]	Including the staff holding PhD degree in the sectoral direction[8]	Among them, the affiliated academic staff
Total number of academic staff	17	17		12
- Professor	6	6	5	3
- Associate Professor	9	9	7	7
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	31		14	–
Scientific Staff				–

Program 5 (Business Administration – Marketing, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 4 Professors (with 1 affiliated professor)
- 9 Associate Professors (with 8 affiliated associate professors)
- 1 Assistant Professor (with 1 affiliated assistant professor)

The number of the invited staff is 53.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-

structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 5 (Business Administration – Marketing, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[9]	Including the staff holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Total number of academic staff	14	14	13	10
- Professor	4	4	4	1
- Associate Professor	9	9	8	8
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	53	53	27	–
Scientific Staff				–

Program 6 (Business Administration – Marketing English-thought, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 3 Professors
- 10 Associate Professors (with 9 affiliated associate professors)
- 2 Assistant Professors (with 2 affiliated assistant professors)

The number of the invited staff is 28.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 6 (Business Administration – Marketing English-thought, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff

Total number of academic staff	15	15	14	11
- Professor	3	3	3	-
- Associate Professor	10	10	8	9
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	28	28	13	–
Scientific Staff				–

Program 7 (Business Administration – Finances, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 4 Professors (with 1 affiliated professor)
- 8 Associate Professors (with 7 affiliated associate professors)
- 1 Assistant Professor (with 1 affiliated assistant professor)

The number of the invited staff is 51.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 7 (Business Administration – Finances, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	13	13	12	9
- Professor	4	4	3	1
- Associate Professor	8	8	8	7
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	51	51	21	–
Scientific Staff				–

Program 8 (Business Administration – Finances, English-thought, BA)

The program is supported by a team of qualified academic and invited staff with significant pedagogical and professional experience in their respective fields. Their qualifications meet both legal standards and the university's qualification requirements. The academic team includes:

- 4 Professors (with 1 affiliated professor)
- 9 Associate Professors (with 9 affiliated associate professors)
- 2 Assistant Professors (with 2 affiliated assistant professors)

The number of the invited staff is 27.

The educational program is led by a program head and a co-head, both of whom possess the necessary knowledge and experience for effective program development. Additionally, a well-structured team of administrative and support personnel, with sufficient numbers and the required competencies, is involved in the program's implementation. This comprehensive support structure ensures that the program operates smoothly, aligning with its academic and administrative goals.

Program 8 (Business Administration – Finances, English-thought, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[15]	Including the staff holding PhD degree in the sectoral direction[16]	Among them, the affiliated academic staff
Total number of academic staff	15	15	14	12
- Professor	4	4	4	1
- Associate Professor	9	9	8	9
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	27	27	9	–
Scientific Staff				–

Evidences/Indicators

- IBSU's methodology for determining the number of academic and invited staff;
- Regulation on the Determination of Academic Workload and Labor Remuneration;
- Job descriptions, qualification requirements;
- Interview Results;
- IBSU website - <https://ibs.u.edu.ge>.

General recommendations of the cluster:

4.1.1 To ensure the sustainability of the university's programs, it is recommended to increase the number of academic personnel.

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
Program 1	(Business Administration - Accounting and Audit, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2	(Business Administration - Accounting and Audit, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3	(Business Administration - Management, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 4	(Business Administration - Management, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 5	(Business Administration - Marketing, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 6	(Business Administration - Marketing, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 7	(Business Administration - Finance, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 8	(Business Administration - Finance, English, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Not Applicable (N/A) Bachelor Cluster

Cluster and individual evaluation

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

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

Programme 1 (name, level)⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			—
Scientific Staff			—

Description and Analysis – Programme 1 (Name and Level)

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

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Not Applicable (N/A) Bachelor Cluster

General suggestions of the cluster: Not Applicable (N/A) Bachelor Cluster

⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁹ These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Recommendations and suggestions according to the programmes: Not Applicable (N/A)
Bachelor Cluster

Evaluation

Component Qualification of supervisors of master's and doctoral students	4.2	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

International Black Sea University pays much attention to its academic and invited staffs professional development through systematic assessment systems and comprehensive support in the process of improving academic staff competencies and quality of work.

The university evaluates this approach with its emphasis on staff competencies through analysis of their work and feedback from student satisfaction surveys. Special attention is given to the engagement of personnel in scientific research work and publication of articles, with the provision that the performance be thoroughly appraised and the gaps improved.

Assessment criteria consist of two parts: pedagogical and academic activities. The teaching activities are assessed every semester via questionnaires filled out by the students that measure various dimensions of the learning process: whether course materials were used, the syllabus was adhered to, the learning objectives were reached, and the methodologies of assessment

were appropriately established. If there is any need to check the students' evaluations, the university can apply the method of public attendance to the lectures-seminars, where the head of the program, the representative of the quality service directly attends the learning process and evaluates the activity of the lecturer. From this analysis, recommendations are issued by the quality assurance department to assist the teaching programs in achieving better standards. In fact, for students it's not obligatory to attach feedback by filling questionnaires when finishing a semester.

Support for professional development does not stop at evaluation; through the university, staff are granted the opportunity to participate in international conferences and have their research published in peer-reviewed journals. In addition, the university organizes masterclasses, workshops, and other training activities on a regular basis to develop the qualifications of the staff. Most of these activities focus on aspects identified during previous assessments, therefore guaranteeing ongoing professional development not only of the academic staff but also of the invited staff. The research activity is promoted in a points-based system whereby faculty is obliged to attain points to pass their assessment.

IBSU's Quality Assurance Service evaluates the research activities of every academic staff at the end of each academic year. In this regard, the faculty members have to send in an annual report related to their academic activities, which involves data on papers, publications, projects undertaken, and participation in conferences. Every component of this report has specific points as per university guidelines. The minimum points to be required per academic year are as follows: Assistant – 4 points; Assistant Professor - 10 points; Associate Professor - 20 points; and Professor - 40 points. At least 50% of these points must come from scholarly activities.

IBSU aims to ensure an appropriate educational and research environment for students and faculty in light of realizing their full potential by providing high standards in the sphere of education and research. The other commitment is made to uphold academic integrity, reject any activity contradictory to the principles of academic freedom or morality, and defend its personnel against educational legislation. The university management is continuously working on developing a campus culture of learning and growth in order to improve the knowledge and teaching output of its staff. Besides, it is committed to the development of the faculty competencies by integrating science and attracting highly qualified lecturers.

Evidences/Indicators

- Self-Assessment Report;
- Interview with the head of the program;
- Interview with students;
- Interview with academic and invited staff;
- Personal files and publications of the academic staff involved in the program;
- QA research reports.

General recommendations of the cluster: None

General suggestions of the cluster: None

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

Evaluation

Component Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management , BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

International Black Sea University has developed a contemporary environment that promotes learning and research simultaneously. The educational programs, implemented within a cluster are delivered at a campus equipped with modern facilities. All the auditoriums are equipped with all the necessary tools that can ensure proper delivery of lectures. The classrooms come with modern equipment and ICT materials including computers with the necessary programs and projectors that are used in information and communication technologies, like. These provide practical learning process, which is quite necessary for cluster programs students to gain hands-on experience.

The resources and how they should be used by the students are made known to them during welcome training. The university enshrines a determined ratio of technical equipment like computers and other relevant infrastructure to the enrollment of students, so that each student gets reasonable use of such devices. The fulfillment of this ratio assures that all students are able to easily use the technical facilities within the campus for academic and research purposes as supported by the programs offered by the university.

The university library is equipped with modern facilities and amenities and has individual desks and study carrels for students and members of staff. IBSU partners with the NNLE Georgian Library Association and has access to top global Library Databases. It also guarantees that students can view the most recent scientific journals and educational information, which is vital for achieving the study results of their programs.

The faculty's electronic catalog is easily reachable via the university's website, which, in turn, enables the ones in search to look through the variety of materials by author, title, or subject. Such a system is put in place to make it easy for the student body and the faculty to seek and utilize the library items. Furthermore, the institution is allowed to download the latest scientific journals and international electronic library databases. With such access, students can be the first ones to learn the most advanced scientific information that is vital to the learning outcomes of the program.

The university has repurposed its resources to fit the demands of remote learning access. Smart system can be a student's go-to option for grabbing the entire necessary literature through remote means and hence, as a remedy, their studies are guaranteed to be intact their location. In such a way, students maintain current scientific knowledge, as stated in their programs.

The Entrepreneurship Lab, which the university is preparing to launch, is designed to support cluster programs by integrating practical components and strengthening partnerships with the industry. Based on feedback from academic staff, it's suggested that the strategy for the Entrepreneurship Lab be developed in collaboration with students. This approach aims to position the Lab as an innovation hub, where students from various cluster programs—such as marketing, management, and finance—work together on real-world projects, gaining practical entrepreneurial skills.

To achieve this vision, it is suggested to establish specialized labs within the Entrepreneurship Lab, each focusing on critical areas like marketing, management consulting, digital transformation, and finance. These specialized labs will offer tailored experiences and hands-on learning for students.

Additionally, personalized mentoring from industry experts, successful entrepreneurs, and faculty members will be an integral part of the Lab. This mentorship will guide students through the venture creation process, helping them to develop their projects and apply theoretical knowledge in practical settings. This structured approach will foster an environment of innovation and entrepreneurship, allowing students to collaborate and build the skills needed for success in their respective fields.

Description and Analysis

Program 1 (Business Administration - Accounting and Audit, BA)

IBSU has designed a Bachelor's Program in Business Administration-Accounting and Audit on the modern campus, equipped with the infrastructure that corresponds to the academic and practical directions of the program. The conditioned library, along with material and technical resources corresponding quantitatively and qualitatively to the goals and outcomes of the program, is located on the campus. Each classroom is well-equipped to create an academically congenial environment and provide all the facilities a student will need for quality education. In connection with the practical learning perspective, the program involves two of the most widespread accounting software programs in business entities of Georgia—Oris and Balance—ensuring relevant hands-on experiences. The university library is a cornerstone of the campus, featuring modern infrastructure and dedicated working spaces for both students and staff.

Although a couple of copies of the mandatory course literature were missing in print during the accreditation site visit, the university had already allocated funds for the update of its holdings. According to the interviews with the library personnel, new editions of the books deemed crucial are purchased well in advance before the start of the formal program to make sure students take the latest material.

The students are pretty aware of the facilities available and the rules governing the use of such facilities so that utilization is maximum. The university is going to launch an Entrepreneurship Lab, which will connect students with real business projects. In summary, the Bachelor's Program in Business Administration – Accounting and Audit is finally supported by good infrastructure, and full resources of the library, and thus provides a full education that turns candidates into successful careers in the business world.

Program 2 (Business Administration - Accounting and Audit, English, BA)

IBSU has elaborated a Bachelor's Program in Business Administration - Accounting and Audit in its modern campus, corresponding to the infrastructure of the academic and practical directions of the program. Besides, modern library with material and technical resources corresponding quantitatively and qualitatively to the goals and outcomes of the program are provided on the campus. Each classroom is well-equipped to create an academically congenial environment and provide all the facilities a student may need in the process of receiving quality education. Considering the practical learning perspective, the program will include two of the most widespread accounting software programs present in business entities of Georgia, notably Oris and Balance, making sure that relevant hands-on experiences are provided.

The University Library is the heart of any campus, providing modern infrastructures with places to work dedicatedly for students and staff alike. Although a couple of copies of the mandatory course literature were missing in print during the accreditation site visit, the university had already allocated funds for the update of its holdings. According to the interviews with the library personnel, new editions of the books deemed crucial are purchased well in advance before the start of the formal program to make sure students take the latest material.

The university ensures that material, information, and digital resources are available to the students as well as the staff. The students are quite aware of what facilities are available to them and what the rules governing their use are, so that maximum utilization is ensured. The university is going to create an Entrepreneurship Lab that will involve students in real business projects.

In short, English-taught Bachelor's Program in Business Administration - Accounting and Audit, is finally supported by good infrastructure, with full resources of the library and thus provides full education turning the candidates into successful careers in the business world.

Program 3 (Business Administration - Management, BA)

In general, the campus of International Black Sea University fully meets the requirements of Bachelor's Program in Business Administration-Management. The computer-based library includes necessary facilities for learning and teaching: a collection of publications, documentation, material and technical resources which are necessary for achieving program objectives and desired academic outcomes in terms of quality and statistics. All auditoriums are equipped with the necessary instruments and equipment; hence, the students have at their disposal everything that may be required to have an efficient learning process.

The university library is fabricated based on modern infrastructure with enough space to work both for a student and a staff member. All the essential printed material and study sources, including all the electronic media mentioned in course curricula, are at the students' disposal to enable them to use the materials required to achieve academic objectives. Also, with the partnership of NNLE Georgian Library Association, IBSU's students are provided with international online libraries and scientific periodicals for scientific activities, thus offering them the scholarly resources to attain the study outcomes of the program.

IBSU ensures that material, laboratory, information, and digital facilities are easily accessible for students and staff. Students, during welcome tours and training sessions, are duly informed about the facilities and how to operate these in order to fully maximize the available facilities during studies. A series of workshops and activities involving industry experts, aimed at developing practical skills, are organized and then translated into practice through projects consolidated with practitioners and companies.

Program 4 (Business Administration - Management, English, BA)

IBSU's campus entirely meets the conditions in regard to English- taught Bachelor's Program in Business Administration - Management. The computer-based library provides the necessary facilities for learning and teaching: the publications, documentation, and technical materials necessary to achieve the program objectives and reach the desired academic performance in terms of quality are at hand. All classrooms are equipped with the necessary instruments and equipment; students will find everything they need to feel comfortable and have an efficient learning process.

The university library is modern, spacious enough to accommodate all the students and staff with comfort for work. It also provides access to all the essential printed material and study resources, as well as access to all electronic media referred to in the course curricula. The facility provides students with access to the material required to achieve academic objectives. Moreover, with the support from NNLE Georgian Library Association, students have also been given the opportunity to access international online libraries and scientific periodicals, which better allows them to achieve the learning outcomes stated within the program.

IBSU guarantees easy access to material, laboratory, informational, and digital facilities on campus for students and staff. Students are introduced to and trained in the usage of the resources within welcome tours and training sessions so that they can efficiently use the

resources provided throughout their studies. Besides, workshops-also involving industry experts-provide the students with practical skills applied in teamwork with practitioners and companies.

Program 5 (Business Administration – Marketing, BA)

The university has developed a modern campus with the capacity to support not just education but research as well. The campus is attractive, clean, safe, and functional, and concerned authorities ensure that the facilities are well-maintained.

The university library is one of the quintessential facilities available to the students and is truly equipped with relevant material available to the students via the online and print media. The "Smart Way of Learning" program supplements additional material that includes lectures prepared by instructors to enhance knowledge and abilities acquired by the students. The faculty's electronic catalog can be easily accessed via the university website, which enables resource searching by an author, title, or subject, therefore making the required materials easily accessible both to students and for the staff.

In addition, the university provides the students with access to research databases and up-to-date international scientific journals to be kept up to date with state-of-the-art knowledge in respective fields. With the smart system, students are able to view any needed literature remotely, which helps to create conditions for continued learning at home. This mere attention to detail in ensuring that there is no break in having access to educational tools shows the resilience of the university in its effort to maintain high standards of education.

Program 6 (Business Administration – Marketing, English, BA)

The university has developed a modern campus with the capacity to support not just education but research as well. The campus is attractive, clean, safe, and functional, and concerned authorities ensure that the facilities are well-maintained.

The university library is one of the quintessential facilities available to the students and is truly equipped with relevant material available to the students via the online and print media. The "Smart Way of Learning" program supplements additional material that includes lectures prepared by instructors to enhance knowledge and abilities acquired by the students. The faculty's electronic catalog can be easily accessed via the university website, which enables resource searching by an author, title, or subject, therefore making the required materials easily accessible both to students and for the staff.

In addition, the university provides the students with access to research databases and up-to-date international scientific journals to be kept up to date with state-of-the-art knowledge in respective fields. With the smart system, students are able to view any needed literature remotely, which helps to create conditions for continued learning at home. This mere attention to detail in ensuring that there is no break in having access to educational tools shows the resilience of the university in its effort to maintain high standards of education.

Program 7 (Business Administration – Finance, BA)

Modern library, material, and technical facilities support the Bachelor's Program in Business Administration - Finances. All university auditoriums have necessary technical recourses, enabling to prepare and conduct lectures, seminars, and workshops. It follows from the interviews

with students and graduates that they are informed about the mentioned resources and usage guidelines.

Thus, the internal modular e-services of the university provide students with the opportunity to conduct course selections, view syllabi and course content, make surveys, and access to library information or literature required. The library owns books in printed form with their digital copies, a large database of electronic books, databases related to specific study fields, and an electronic catalog. It already managed to access international electronic library databases through collaboration with the Georgian Library Association. During the whole learning process, students will have at their disposal modern scientific sources necessary for the realization of program learning outcomes. Access to the mentioned sources, cited literature, is possible by the VPN connection of the university.

Expert review of the library verified that print and electronic resources support literature requirements for the program syllabi. Furthermore, student interviews supported that current business publications are available on-campus and remotely through the university to allow students to update their literature and case studies as needed by the program's learning outcomes.

Program 8 (Business Administration – Finance, English, BA)

Modern library, material, and technical facilities support the English-taught Bachelor's Program in Business Administration - Finances. All university auditoriums have necessary technical recourses, enabling to prepare and conduct lectures, seminars, and workshops. It follows from the interviews with students and graduates that they are informed about the mentioned resources and usage guidelines.

Thus, the internal modular e-services of the university provide students with the opportunity to conduct course selections, view syllabi and course content, make surveys, and access to library information or literature required. The library owns books in printed form with their digital copies, a large database of electronic books, databases related to specific study fields, and an electronic catalog. It already managed to access international electronic library databases through collaboration with the Georgian Library Association. During the whole learning process, students will have at their disposal modern scientific sources necessary for the realization of program learning outcomes. Access to the mentioned sources, cited literature, is possible by the VPN connection of the university.

Expert review of the library verified that print and electronic resources support literature requirements for the program syllabi. Furthermore, student interviews supported that current business publications are available on-campus and remotely through the university to allow students to update their literature and case studies as needed by the program's learning outcomes.

Evidences/Indicators

- The University Campus;
- Library sight visit;
- Program budget;
- University website;
- Interviews with: library staff, academic personal, students and alumni.

General recommendations of the cluster: None

General suggestions of the cluster:

4.4.1 Create dedicated labs focusing on key areas like marketing, management consulting, digital transformation, and finance. These specialized labs will allow students to engage in hands-on, industry-specific learning aligned with their fields of study.

4.4.2 Design the Lab's activities around real-world projects where students can gain practical experience. This approach will help them develop entrepreneurial skills through collaboration across cluster programs, working together on interdisciplinary teams.

4.4.3 Engage industry experts, successful entrepreneurs, and faculty members to offer one-on-one mentorship to students. This guidance will support students throughout the venture creation process, from ideation to execution.

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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 7 (Business Administration – Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration – Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The budgets of the programs are highly specialized to cater to the academic and pragmatic needs of both the students and faculty. Each of these programs must undergo a break-even analysis during its first academic year. In case of insufficient enrollment to cover up to the required level, the university covers the difference to ensure continuity of the program. A sizeable fraction of the university budget goes toward the education, training, and conferences that are so vital in bringing staff up to speed with the latest developments in the industry, whereas cluster programs budgets covers basic and necessary cost for each program operation.

Also, much investment in the university goes into updating business literature continuously. This ensures that the latest information and other resources are available to students and staff for all academic and vocational purposes. This program libraries are kept updated to evolve with the change in needs of the academics; therefore, such a setting provides students with what they require to be successful.

The budget structure is targeted to meet current academic and practical needs but at the same time provides the basis for future financial development. In a way, the programs are designed to pay for themselves financially, but to begin with, there is a subsidy from the university. This more than compensates for the basic costs of the programs and therefore contributes to their financial viability. Such investment by the university ensures that the programs will be adequately prepared to handle future challenges and meet the expected educational outcomes.

In total, the program budgets are planned in conjunction, with funds distributed for scholarship, faculty development, and other resources in a strategic manner. The financial model enables the programs to pursue their goals and further develop an environment of quality education for students and staff alike.

Description and Analysis

Program 1 (Business Administration - Accounting and Audit, BA)

The Budget of the Bachelor's Program in Business Administration - Accounting and Audit, is highly structured to support all the program missions and to ensure that it maintains high-quality standards. In this funding strategy, the funding encompasses all the elements of the program; hence, the academic goals are achieved. Financial resource allocation is carefully weighed up against the cost-effectiveness criterion, and also the needs of the program.

A huge percentage of the budget covers salary expenses, but there's a part of which is the procurement and periodic renewal of teaching and learning materials. These include mundane

materials, such as things needed in the class to the more sophisticated kinds used for practical learning in labs where students apply theoretical aspects of business learning. Special importance is attached to keeping the stock of books and other learning materials updated so that students and faculty benefit from the most recent sources in the world of business administration. This continuous investment in modern facilities is a reinforcement of prestige for the program and credibly assures that students work on material that is up to date and applicable. According to the program head, the financial investment allocated aligns with the program's economic viability considering the overall university budget. The expected number of enrolled students is also feasible because proper marketing of the program to its targeted audience is underway. The plan will be laid down for using advertising channels in an effective manner so as to attract 20 students necessary for achieving the break-even point from a budgetary perspective to guarantee the economic viability of this program.

Program 2 (Business Administration - Accounting and Audit, English, BA)

The Budget of English-taught Bachelor's Program in Business Administration - Accounting and Audit, is highly structured to support all the program missions and to ensure that it maintains high-quality standards. In this funding strategy, the funding encompasses all the elements of the program; hence, the academic goals are achieved. Financial resource allocation is carefully weighed up against the cost-effectiveness criterion, and also the needs of the program.

A huge percentage of the budget covers salary expenses, but there's a part of which is the procurement and periodic renewal of teaching and learning materials. These include mundane materials, such as things needed in the class to the more sophisticated kinds used for practical learning in labs where students apply theoretical aspects of business learning. Special importance is attached to keeping the stock of books and other learning materials updated so that students and faculty benefit from the most recent sources in the world of business administration. This continuous investment in modern facilities is a reinforcement of prestige for the program and credibly assures that students work on material that is up to date and applicable. According to the program head, the financial investment allocated aligns with the program's economic viability considering the overall university budget. The expected number of enrolled students is also feasible because proper marketing of the program to its targeted audience is underway. The plan will be laid down for using advertising channels in an effective manner so as to attract 20 students necessary for achieving the break-even point from a budgetary perspective to guarantee the economic viability of this program.

Program 3 (Business Administration - Management , BA)

The Bachelor's Program in Business Administration-Management is provided via the program-specific budget. The budget allocations are spent on purchasing and continuously renewing the book stock stated in the program. It also pays for salaries of academic and invited personnel, and ensures the publication of their research papers. Scientific missions, exchange programs, international training, and conference participation are provided for academic staff, administrative personnel, and students all are covered from the university central budget.

According to the program head, the budget resources outlined in the program budget are economically viable and within the university's overall budget. The viability of the budget takes into consideration the student enrollments forecasted. The plan will be laid down for using advertising channels in an effective manner so as to attract 20 students necessary for achieving

the break-even point from a budgetary perspective to guarantee the economic viability of this program.

Program 4 (Business Administration - Management, English, BA)

English-taught Bachelor's Program in Business Administration - Management is provided via the program-specific budget. The budget allocations are spent on purchasing and continuously renewing the book stock stated in the program. It also pays for salaries of academic and invited personnel, and ensures the publication of their research papers. Scientific missions, exchange programs, international training, and conference participation are provided for academic staff, administrative personnel, and students all are covered from the university central budget.

According to the program head, the budget resources outlined in the program budget are economically viable and within the university's overall budget. The viability of the budget takes into consideration the student enrollments forecasted. The plan will be laid down for using advertising channels in an effective manner so as to attract 20 students necessary for achieving the break-even point from a budgetary perspective to guarantee the economic viability of this program.

Program 5 (Business Administration – Marketing, BA)

The financial support for the Bachelor's Programme in Business Administration-Marketing ensured through an elaborated budget, considering the specific needs of the proposed program. This will be economically viable, keeping in mind the requirements of the program and availing it of all the resources it needs.

The above budget heading encompasses several key areas, including: periodic updating of the book stock; and the remuneration of academic and invited staff. Support for academic research publications, scientific missions, students', staff exchange and international training and conferences with a view to creating growth and professional development opportunities are provided by the university central budget.

In fact, according to the head, the financial structure is congruent with the economic feasibility provided for the entire university budget. The program leader will pursue targeted advertising strategies to effectively promote the program to the audience in order to meet the enrollment targets of 20 students and the budget break-even point.

Program 6 (Business Administration – Marketing, English, BA)

The financial support for the English-taught Bachelor's Programme in Business Administration - Marketing ensured through an elaborated budget, considering the specific needs of the proposed program. This will be economically viable, keeping in mind the requirements of the program and availing it of all the resources it needs.

The above budget heading encompasses several key areas, including: periodic updating of the book stock; and the remuneration of academic and invited staff. Support for academic research publications, scientific missions, students', staff exchange and international training and conferences with a view to creating growth and professional development opportunities are provided by the university central budget.

In fact, according to the head, the financial structure is congruent with the economic feasibility provided for the entire university budget. The program leader will pursue targeted advertising

strategies to effectively promote the program to the audience in order to meet the enrollment targets of 20 students and the budget break-even point.

Program 7 (Business Administration – Finance, BA)

The Bachelor's Programme in Business Administration-Finances at the IBSU is developed to cover the stimulation of the academic achievements and practice activities of the students and employees of the university. There are 20 students expected in the program in the first academic year and they are enough for the program budget's break-even point, but in case small number of students, costs will be covered by the university budget.

The budget also allocates amounts of money that will be spent on training and professional development of academic staff members. Substantial money is spent specifically for the regular replenishment of the collection of business literature. This assures the students and the faculty of acquiring current information and materials which are pivotal in the production of relevant content.

Despite the program has been established on a vision of being purely funded and sustainable in terms of financial requirements it would be able to cover its costs from overall budget of the IBSU. This contribution also helps towards the financial development of the particular BA program and replenishment of its resources thus helping towards the sustainability of the program.

Program 8 (Business Administration – Finance, English, BA)

The English-taught Bachelor's Programme in Business Administration - Finances at IBSU is developed to cover the stimulation of the academic achievements and practice activities of the students and employees of the university. There are 20 students expected in the program in the first academic year and they are enough for the program budget's break-even point, but in case small number of students, costs will be covered by the university budget.

The budget also allocates amounts of money that will be spent on training and professional development of academic staff members. Substantial money is spent specifically for the regular replenishment of the collection of business literature. This assures the students and the faculty of acquiring current information and materials which are pivotal in the production of relevant content.

Despite the program has been established on a vision of being purely funded and sustainable in terms of financial requirements it would be able to cover its costs from overall IBSU's budget. This contribution also helps towards the financial development of the particular BA program and replenishment of its resources thus helping towards the sustainability of the program.

Evidences/Indicators

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

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
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management , BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration – Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration – Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration – Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration – Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

According to the submitted documentation, it was determined that the standard approaches of internal quality assurance are used in case of the educational programs given in this cluster. In particular, the mentioned process works like - "Plan, Do, Check, Act" cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the obtained results, the quality assurance office submits recommendations to the heads of the programs and the governing body of the university, based on which interventions are planned if necessary.

As it was confirmed during the site visit, the programs Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. Academic and invited staff in the programs work closely with the Quality Assurance Office at the IBSU, following guidelines set by the internal regulation. The primary role

of the QA is to maintain high standards in teaching, learning, and research while fostering continuous development.

According to the submitted documentations, it is seen that quality assurance procedures at the university are systematic, including regular evaluations of teaching, learning, and research standards. Collaboration and continuous development are key methods used by the university to review its operations, policies, plans, and processes, allowing it to demonstrate accountability and identify strengths as well as areas for improvement. These evaluations are monitored to verify their effectiveness and to find new ways to enhance the system. Each semester, the QA assesses student evaluations in courses, analyzes grade distributions, verifies the availability of syllabi and study materials on the university's electronic platform, and reviews the timely posting of student assessments on the Study Information platform. Additionally, the QA holds periodic meetings with students from different programs, conducts satisfaction surveys with academic and invited staff, verifies consultation hours, and prepares annual reports on academic staff's research and teaching activities. Reports, including findings and recommendations, are shared with program heads, deans, and university administration. The expert panel met students from different programs and they confirmed that they are actively filling the surveys.

By the university administration representatives, it was mentioned that these evaluations often highlight the need for professional development of the teaching staff. One of the recent findings indicated the necessity for workshops on syllabus creation and teaching methods, as well as training on effectively using the university's electronic platforms. As it was confirmed, these training sessions were subsequently held.

The institution has developed recommendations for the Emergency Remote Teaching and it was communicated to academic staff as well as to students. Due to the local legislation rules fully-online learning is not permitted yet, thus currently there are not any online courses designed within any program. However, if the emergency situation arises the institution has a measure in place.

Evidences/Indicators

- Self-evaluation report;
- Internal quality assurance mechanisms of IBSU;
- Studies conducted by the Quality Assurance Service;
- Interviews during the site visit;
- University Web-page.

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Program 1 (Business Administration - Accounting and Audit, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 1 (Business Administration - Accounting and Audit, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finances, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finances, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

According to the SER and the submitted documentation, the external quality assessment mechanisms, including authorization and accreditation, are conducted by the National Center for Educational Quality Development. Recommendations received during these evaluations are integrated into program implementation. Programs are also externally evaluated by field specialists. In this instance, educational programs grouped within a cluster were reviewed by both local and international experts, focusing on program objectives, learning outcomes, curriculum structure, and course admission prerequisites. The expert recommendations were subsequently discussed by the program heads and incorporated accordingly.

As it seems from the submitted documentation an external peer review for the BA program in Business Administration - Accounting and Audit (Georgian) was conducted by both local and international experts. The program received positive evaluations from both reviewers and meets industry standards, with a structure aligned with successful international teaching practices. To address the recommendations from the external expert, several adjustments were made: the course "Application of Accounting Programs (ORIS)" was added to the optional course block; the "Accounting and Business Operations Program 'Balance'" became a mandatory course, offered in the final semester; "Basics of Finance" was scheduled for the third semester; "Management

Accounting 1 and 2" are now taught in the fourth and fifth semesters; and "Introduction to Statistics and Probability Theory" and "Business Statistics" were merged into a single course, "Statistics and Probability for Business." These modifications have been incorporated in the given study program and were submitted for the accreditation.

In the case of the same BA program that is delivered into the English language as well, the external peer reviews were conducted by both local and international experts. Overall, the program received positive feedback from both evaluators, following successful international teaching practices. However, there were few recommendations and suggestions that were considered in the designing phase of the program development. For example, the course "Application of Accounting Programs (ORIS)" was added to the optional course block; "Accounting and Business Operations Program 'Balance'" was included as a mandatory course in the final semester and few more.

As the documentation states, external peer reviews were conducted in case of BA in Business Administration – Management (Georgian); BA in Business Administration – Management (English); BA in Business Administration – Marketing (Georgian); BA in Business Administration – Marketing (English); BA in Business Administration – Finance (Georgian); BA in Business Administration – Finance (English) study programs. The evaluators provided mostly positive feedback, confirming that the program meets existing standards and aligns with successful international practices. In this case no recommendations were given, just a suggestion was drafted to increase the number of the optional courses that were implemented in the programs.

Evidences/Indicators

- Self-evaluation report;
- External quality assurance mechanisms of IBSU;
- Reports on colegual external evaluation;
- Interviews during the site visit;
- University Web-page.

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 1 (Business Administration - Accounting and Audit, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finances, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finances, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

During the site visit the expert team met with the different stakeholders (Academic and invited staff, and employers and graduates) and confirmed that they are involved in program monitoring and that periodic review is conducted through systematically collecting and analyzing information. The internal quality assurance mechanisms and rules set out clearly, the methods and mechanisms for gathering and collating data and trend analysis, and the role and responsibilities of the Quality Assurance Service and Faculty Council (or any other structural unit) in the QA process.

As it was seen from the SER and confirmed during the interviews the university's quality assurance service conducts systematic monitoring to identify challenges during program implementation and responds according to the needs. Periodic internal evaluations are conducted using tools such as surveys of academic and guest staff, student evaluation questionnaires for programs, lecturers, and courses, annual performance reports of academic staff, meetings with students and faculty, monitoring of study information databases, analysis of student evaluations, and assessment of staff's scientific and research activities.

The QA staff confirmed that internal evaluations are performed at least twice a year, focusing on the educational process according to the internal quality assurance regulations. The service monitors the timely uploading of syllabi and study materials to the smart database and the submission of evaluation components and grades to the SIS database each semester. Additionally, the grade distribution for student assessments in training courses is analyzed.

According to the existing practice, during program evaluations, the quality assurance service identifies strengths and weaknesses, using tools like surveys of academic and invited staff, questionnaires on program quality, and annual academic reports. Student surveys, conducted

twice annually, assess satisfaction and achievement of learning goals. These evaluations also measure student engagement, program compliance with standards, the qualifications of staff, and whether learning outcomes are being met.

The expert team met program heads, who confirmed that in order to maintain and enhance program quality, the quality assurance service collaborates with program heads to determine staffing needs, verify staff qualifications, and participate in hiring decisions. New lectures are assessed within three weeks of starting, with feedback and recommendations shared with instructors.

As the submitted documentations state, the evaluation of academic and invited staff's teaching performance is conducted at scheduled intervals using a predetermined classroom observation template. This process ensures a structured and standardized approach to assessing teaching quality. The classroom observation can be carried out by peers within the same program to provide subject-specific insights, by the head of the program and QA office representative. During the interviews it was confirmed that the same practice was used in case of the other study programs and the team is planning to adapt it to the programs given in the cluster.

During the interviews it was highlighted that Master's students contribute to the evaluation process by providing feedback on the implementation of the scientific-research component of their studies, as well as assessing the quality of scientific supervision they receive. This feedback is crucial for identifying areas where research guidance can be enhanced to better meet student needs and align with academic goals.

During the interviews it was identified that the head of the program as well as the academic staff are actively trying to find similar programs outside of the country and compare the content as well as the aims and objectives. As it was explained, although there are some HEIs in Georgia offering similar programs, they focus mostly on business administration in general and not with specific fields.

Evidences/Indicators

- Self-evaluation report;
- Internal quality assurance mechanisms of IBSU;
- Studies conducted by the Quality Assurance Service;
- Interviews during the site visit;
- University Web-page .

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component	5.3.	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme Monitoring and Periodic Review					
Program 1 (Business Administration)	-	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accounting and Audit, Bachelor)				
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 1 (Business Administration - Accounting and Audit, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration – Finances, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration – Finances, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Business Administration - Accounting and Audit, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 (Business Administration - Accounting and Audit, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 (Business Administration - Management, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 4 (Business Administration - Management, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 5 (Business Administration - Marketing, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 6 (Business Administration - Marketing, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 7 (Business Administration - Finance, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 8 (Business Administration - Finance, English, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

International Black Sea University

Name of Higher Educational Programmes, Levels:

Business administration - Accounting and Audit, BA

Business Administration - Accounting and Audit (English), BA

Business administration - Management, BA

Business Administration - Management (English), BA

Business Administration - Marketing, BA

Business Administration - Marketing (English), BA

Business Administration - Finance, BA

Business Administration - Finance (English), BA

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
Program 1 (Business Administration - Accounting and Audit, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 2 (Business Administration - Accounting and Audit, English, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 3 (Business Administration - Management, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 4 (Business Administration - Management, English, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 5 (Business Administration - Marketing, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 6 (Business Administration - Marketing, English, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 7 (Business Administration - Finance, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements
Program 8 (Business Administration - Finance, English, BA)	complies with requirements	Complies with requirements	Substantially Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel



M. Abdul Rauf

Of the member(s) of the Accreditation Experts Panel

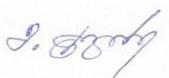
Ketevani Kavtaradze



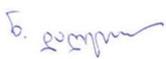
Giga Khositashvili



Medea Chelidze



Natia Daghelishvili



Tamar Kbiladze



Giorgi Gvenetadze

