NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Business Administration (Management), Bachelor
Business Administration (Marketing), Bachelor
Business Administration (Finance), Bachelor
Business Administration, Master's
Business Administration, (Georgian), Doctoral
Business Administration (English), Doctoral

LLC Grigol Robakidze University

Evaluation Date(s)- Oct 9-11, 2024

Report Submission Date-December 11, 2024

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC Grigol Robakidze University
Identification Code of Institution	Limited Liability Company (LLC)
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Anu Anna Jossan QFBA Northumbria University, Qatar
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6
Name of the educational programme	Business Administration (Management)	Business Administration (Marketing)	Business Administration (Finance)	Business Administration	Business Administration	Business Administration
Level of higher education	Bachelor	Bachelor	Bachelor	Master	Doctoral	Doctoral
Qualification to be awarded	Bachelor of Business Administration in Management	Bachelor of Business Administration in Marketing	Bachelor of Business Administration in Finance	Master of Business Administration	Doctor of Business Administration	Doctor of Business Administration
Name and code of the detailed field	Management and administration 0413	Marketing and advertising 0414	Finance, banking and insurance 0412	Business Administration 0413	Management and administration 0413	Management and administration 0413
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]						
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	English

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

Number of ECTS credits	180	180	180	120	60	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	new	new	new	new	new	new

II. Accreditation Report Executive Summary

- General Information on the Cluster of Education Programmes[2]

Grigol Robakidze University, located in Tbilisi, Georgia, cluster of Business Administration programs structured across undergraduate, master's, and doctoral levels which includes **Bachelor's programs in Business Administration** with specializations in Management, Marketing, and Finance, an **MBA program**, and two **Doctoral programs in Business Administration** (Georgian and English).

The undergraduate programs in **Business Administration** (Management, Marketing, and Finance) are designed as 180 ECTS credit courses over three academic years. Each program offers core and elective courses, as well as a free-choice component, resulting in a Bachelor's degree in the relevant specialization. These programs were initially accredited in 2012 and 2019, with modifications made to enhance the role of information technology and foreign language courses, in response to identified labor market needs. The **Master of Business Administration (MBA) program** requires 120 ECTS credits over a two-year period, meeting Level 7 of the National Qualifications Framework. The program's structure includes mandatory coursework, practical application components, and a research thesis, with an emphasis on developing strategic thinking and decision-making skills. Admission to the program is determined by national examination results and requires English proficiency at a minimum B2 level. The **Doctoral programs** in Business Administration, available in both Georgian and English, consist of 60 ECTS credits over three years. The program components cover research methodologies, sectoral competencies, and general skill development. Admission is competitive, based on a defense of an abstract or research proposal, along with an examination in a European language or English for the English-language track. These programs focus on developing research competencies appropriate for academic and professional settings.

- **Overview of the Accreditation Site Visit**

The accreditation process for Grigol Robakidze University included a pre-visit meeting on October 2, followed by the on-site visit from October 9 to October 11. The site visit took place at the university's main campus in Tbilisi, where meetings were held with representatives from the management and administration, the self-evaluation team, and heads of each program in the business administration

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

cluster. Separate sessions were organized to engage with the academic staff and invited lecturers associated with each program, ensuring comprehensive insight into program delivery and academic support.

Further discussions were conducted with the Quality Assurance Office, local employers, current students, and program graduates, which allowed the review team to gather feedback on academic quality, relevance to industry, and graduate employability. The team also reviewed samples of BA, MA, and PhD theses to assess research quality and alignment with program objectives. The site visit concluded with an inspection of the university's key facilities, including the library's core academic resources, the Bloomberg lab, and other essential learning spaces such as computer labs.

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

The compliance review of various business administration programs indicates that the Bachelor of Business Administration (BBA) programs in Management, Marketing, and Finance (Level 6), along with the Master of Business Administration (MBA) (Level 7), fully meet all five educational standards. These standards include: Programme Objectives and Learning Outcomes, Teaching Methodology and Programme Mastery, Student Achievements and Individual Support, Teaching Resources, and Teaching Quality Enhancement Opportunities. The Doctor of Business Administration (DBA) programs at Level 8, offered in both Georgian and English, are substantially compliant with the standard on Programme Objectives and Learning Outcomes, while fully meeting the other standards. This indicates a strong overall alignment with educational requirements across the board, with only minor improvements needed in the DBA programs to reach full compliance in all areas.

- **General Recommendations- N/A**

- **Programme Specific Recommendations**

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
1.The scientific part of the doctoral program should be essentially reworked, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the results obtained in the doctoral research. (1.4)

Programme 6 - Doctor of Business Administration (English Language) - Level 8
2.The scientific part of the doctoral program should be essentially reworked, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the results obtained in the doctoral research. (1.4)

- **General Suggestions**

1. It is advised to adjust outcomes to ensure bachelors and masters graduates acquire global competencies, including cross-cultural communication and international business ethics, to meet the needs of multinational employers. (1.2)
2. It is desirable to update the BA and MA program curricula to include modern business topics (e.g., leadership, entrepreneurship, AI, and data analytics) and emphasize real-world applications. (1.4)
3. It is advisable to add programs focusing on leadership and managerial skills to prepare students for high-level management positions. (2.2)
4. To ensure effectively the development of practical/creative/research/transferable skills, particularly at the BBA and MBA levels, and increase students opportunities to participate in internships, and industry projects, it is suggested to incorporate more hands-on projects, case studies, real-world applications into the curriculum and interactive workshops. (2.2)
5. For employing the reliable and valid teaching methods and assessment tools relevant to the course / program content and stated learning outcomes, it is suggested to revise the syllabi of the BBA and MBA courses (especially, subject-based compulsory courses), in terms of analyzing applied activities and assignments, as well as detailed describing teaching and assessment methods/strategies. (2.3)
6. It is suggested that the university explore some possibility of introducing an option for affiliated academic personnel to receive paid "academic leave." This could align with and be regulated under the university's existing policies on the affiliation and workload of academic staff, fostering scientific and research activities. It is advisable to finalize a comprehensive 360-degree evaluation system that will be linked to transparent staff remuneration and incentive scheme. (4.3)
7. It is advisable to finalize a comprehensive 360-degree evaluation system that will be linked to transparent staff remuneration and incentive scheme. (4.3)
8. In line with the significant progress made in the field of internationalization, the HEI is advised to strengthen the process of internationalization and support the development of network between Georgian academic staff and European researchers. (4.3)
9. It is suggested to establish a centralized exam center to standardize examinations and improve logistical management. (4.4)
10. The existing workspaces are adequate; however, students have expressed an interest in having dining facilities at the university. The panel suggests that the university explore the possibility of establishing a dining facility on campus to enhance convenience for students who prefer to have meals without leaving the campus.(4.4)
11. It is suggested that HEI should encourage diversified income streams for the Business Administration Cluster programs beyond just tuition fees, including grants, establishing

partnerships with industry for research funding, or/and enhancing alumni donations to ensure financial sustainability. (4.5)

12. It is suggested to establish a robust program evaluation framework that assesses both financial and educational outcomes, allowing for data-driven adjustments to budgets and resource allocation. (4.5)

13. It is advised to consider monitoring key performance indicators (KPIs) that reflect the financial health of the programs, such as cost per student, revenue growth rates, or surplus/deficit figures. (4.5)

14. It is suggested that the university enhance its internal quality assurance mechanisms by providing more detailed documentation on how external evaluations, such as those from accreditation bodies or international academic organizations, are integrated into the internal evaluation cycle.(5.1)

Programme Specific Suggestion for Improvement

Programme 1 - Bachelor of Business Administration (Management) - Level 6

1. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like digital marketing, financial analytics, and e-management.(1.1)

2. It is suggested to revise the BBA in Management program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program. (2.1)

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

3. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like digital marketing, and e-management. (1.1)

4. It is suggested to revise the BBA in Marketing program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program. (2.1)

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

5. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like financial analytics, and e-management. (1.1)

6. It is suggested to revise BBA in Finance program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program. (2.1)

7. It is suggested that the university consider placing much more increased emphasis on strategies to enhance the retention of academic staff, contributing to the sustainability of the programme (4.1)

8. It is suggested to increase the budget allocations for international mobility and professional development in the Business Administration (Finance) program in order to enhance student experience and faculty capability. (4.5)

Programme 4 - Master of Business Administration (MBA) - Level 7

9. Eventhough there are practical learning practiced in the programme, it will be ideal to include a programme objective that emphasizes practical learning, such as through applied projects or internships, to showcase real-world problem-solving skills essential for MBA graduates. (1.1)

10. It is desirable to highlight objectives that prepare students for high-level strategic roles, including change management, global operations, and advanced data-driven decision-making. (1.1)

11. It is suggested to formulate clearly the requirements of exam in specialization to define in more detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that are required to continue studying at this MBA program and achieve the learning outcomes stated in it. (2.1)

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

12. It is advisable to streamline PhD program components to align research priorities with the institution's strengths in finance and tourism, strategic direction and simplify the scientific component structure, and clarify publication requirements. (1.4)

Programme 6 - Doctor of Business Administration (English Language) - Level 8

13. It is advisable to streamline PhD program components to align research priorities with the institution's strengths in finance and tourism, strategic direction and simplify the scientific component structure, and clarify publication requirements. (1.4)

14. It is suggested to correct the technical mistake in the Program document and define English language (at least level B2) as the prerequisite for the applicant's admission at the PhD program in Business Administration. (2.1)

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

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

  The university argues that colloquiums expand academic and professional skills, helping PhD students broaden their academic profile and prepare for both academic and non-academic careers. While interdisciplinary learning is critical in modern research and essential for the development of innovation, creativity, and critical thinking, we disagree that colloquiums and other activities beyond the dissertation topic should be prioritized. These activities, in our opinion, detract from the focused research needed for a doctoral dissertation.

  Our primary concern is that deviating from a clear, focused research agenda for doctoral students could hinder the overall quality and depth of the thesis work. It is crucial that the scientific part of the doctoral program serves the doctoral topic, as stated in the recommendations, which aligns with best practices in doctoral education. We believe that incorporating non-thesis-related topics may result in a dilution of the core research focus, potentially leading to lower academic standards.

  Therefore, we recommend against sharing the university's argumentative position, as it may inadvertently compromise the quality and academic rigor expected from doctoral programs and leave it to the council to decide.

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

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[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 evaluation[4]
2. Cluster evaluation[5]

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

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[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.

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The objectives of the Bachelor's, Master's, and Doctoral programs at Grigol Robakidze University in the Business Administration cluster are clearly established, realistic, and achievable. Each program's goals are tailored to the specific fields of business, finance, marketing, and management. The programs are structured to develop relevant knowledge, skills, and competences that prepare students for the demands of the labor market, with a specific focus on both local and international needs.

The site visit and review of documentation confirm that the objectives consider the specificity of the field of study, the educational level (bachelor's, master's, or doctoral), and the nature of each program. Meetings with program heads and faculty during the visit demonstrated how these objectives are embedded into the curriculum and teaching practices, ensuring that the programs contribute to the development of the field and society. For instance, the programs emphasize managerial skills, critical thinking, and ethical decision-making, fostering graduates who can lead in various sectors of the economy. Additionally, the objectives are consistent with the mission, objectives, and strategy of Grigol Robakidze University and its School of Business. This alignment was confirmed through a review of institutional documents and interviews with academic staff. The programs address local labor market needs and also consider international labor market trends, ensuring that students gain the competencies required to succeed in a globalized economy. The main issues of internationalization are integrated into the curriculum, including

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courses taught in English, partnerships with international institutions, and opportunities for students to engage in global business practices. The program objectives are publicly accessible through the university's website, and the involvement of persons involved in the program, including faculty, students, alumni, and employers was confirmed in the making of the objectives. Feedback from these stakeholders was gathered during the site visit, affirming their strong alignment with the program's goals.

Programme 1 - Bachelor of Business Administration (Management) - Level 6
The objectives of the Bachelor's program in Business Administration (Management) are clearly established, aiming to provide students with a solid foundation in management theories, business processes, and practical skills. These objectives are realistic and achievable, considering the level of education and the needs of the local and international labor markets. The program reflects the goal of developing critical thinking, leadership, and decision-making skills, which are essential in the business management field.

The program contributes to the development of the business field and society by preparing graduates to address modern business challenges ethically and effectively. The integration of modern information technology and communication skills ensures that students are well-prepared for the dynamic demands of today's global business environment. The objectives are consistent with the mission of the university and take into account labor market demands both locally and internationally. Information about the program is publicly accessible, and the objectives are shared by all involved parties, including students, staff, and employers.

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
The Business Administration (Marketing) Bachelor's program objectives are clearly defined and tailored to meet the specific needs of the marketing field. The program covers essential marketing theories, principles, and skills, ensuring that graduates can address current industry challenges. The objectives are realistic and achievable, focusing on the development of competencies in marketing research, strategic planning, and digital marketing.

The program contributes to societal development by fostering graduates who can implement ethical marketing strategies and create value for businesses. The objectives reflect local and global labor market trends, preparing students for roles such as marketing managers, digital strategists, and brand managers. The program is consistent with the university's mission and strategic goals, ensuring alignment with both academic and market expectations. The program's objectives are publicly accessible, and their development involved input from students, faculty, and industry professionals.

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

The Bachelor's program in Finance at Grigol Robakidze University has objectives that are clearly established and focused on developing competencies in financial management, risk analysis, and financial technology. These objectives are realistic and achievable, considering the program's structure and resources.

The program contributes to the field of finance by producing graduates equipped to manage complex financial operations and to contribute to business growth in both local and international contexts. The focus on quantitative analysis and ethical financial decision-making ensures that graduates are prepared for a wide range of finance-related careers. The program objectives align with the mission of the university and respond to both local labor market demands and international trends in finance. The objectives are publicly available, and all stakeholders, including faculty and employers, are involved in their development.

Programme 4 - Master of Business Administration (MBA) - Level 7

The MBA program's objectives are clearly established and focus on advancing students' leadership and strategic management skills. The program is aligned with the development of the business field and society, preparing graduates to take on leadership roles and contribute to organizational growth. The curriculum incorporates global business practices, ensuring that students are well-prepared to meet the needs of both local and international markets. The objectives reflect the mission of the university and support its strategy to provide high-quality business education. Information about the program is publicly accessible, and the program's objectives are shared and supported by faculty, students, and industry professionals. The objectives listed are generally well-aligned with the MBA level, focusing on strategic decision-making, leadership, analytical skills, and global competitiveness, which are crucial for business administration professionals. However, they could be updated with the explicit mention of practical, hands-on experience through applied projects or internships, which would enhance real-world problem-solving skills.

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

The Doctor of Business Administration (DBA) program objectives are clearly defined, focusing on producing high-level researchers and professionals who can contribute to business knowledge and practice. The objectives are realistic and achievable, given the program's structure, which includes rigorous research components and opportunities for original contributions to the field.

The program aims to contribute to societal and field development by training researchers who can lead business innovations and influence policymaking. The objectives align with the university's mission and consider the local and international labor markets, particularly in academia and senior management. The

objectives are publicly accessible, and stakeholders, including faculty and students, are actively involved in shaping the program's direction.

Programme 6 – Doctor of Business Administration (English Language) – Level 8

The English-taught DBA program shares similar objectives with its Georgian counterpart, with a focus on global business challenges and international research contributions. The objectives are clearly defined and aim to develop high-level research skills that can address the complexities of international business environments.

The program is realistic and achievable, with a structure that supports both academic and professional development. It contributes to the global business field by preparing graduates for leadership roles in international corporations and academic institutions. The objectives align with the mission of the university and take into account global labor market trends. Information about the program is publicly accessible, and the objectives are widely shared among faculty, students, and international collaborators.

Evidences/Indicators

- Programme Description and Syllabi
- Map of programme goals and learning outcomes
- Analysis of labor market and employer requirements
- Documentation of stakeholder participation in developing programme learning outcomes
- Information on graduate career development
- Comparison with similar programmes
- Master's and doctoral student survey reports
- Student survey reports for undergraduate programmes
- Self-Evaluation Report
- Site visit interviews

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:
Programme 1 – Bachelor of Business Administration (Management) – Level 6
    Recommendation(s): N/A

Suggestion(s): 1. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like digital marketing, financial analytics, and e-management.

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s):

3. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like digital marketing, and e-management.

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s):

5. To improve the programme impact, it is advised to emphasize objectives that prepare students for digital transformation in business, especially in areas like financial analytics, and e-management.

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s):

9. Eventhough there are practical learning practiced in the programme, it will be ideal to include a programme objective that emphasizes practical learning, such as through applied projects or internships, to showcase real-world problem-solving skills essential for MBA graduates.

10. It is desirable to highlight objectives that prepare students for high-level strategic roles, including change management, global operations, and advanced data-driven decision-making.

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation [6]

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

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[6] Evaluation is performed for each programme separately.

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

➢ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation

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

The learning outcomes for the Bachelor's, Master's, and Doctoral programs in Business Administration at Grigol Robakidze University align well with the objectives of each program. The outcomes align with the National Qualifications Framework (NQF) requirements, reflecting the specific demands of various fields of study. This ensures that students gain the essential knowledge, skills, and autonomy needed at each educational level. The learning outcomes in the Business Administration cluster align well with the program aims, encompassing essential knowledge, skills, responsibility, and autonomy. The outcomes are tailored to align with the level of each program—Bachelor's, Master's, or Doctoral—ensuring they meet the expected learning and professional standards for each qualification. The Bachelor's level emphasises foundational knowledge, skills acquisition, and the application of concepts in real-world situations. At the Master's and Doctoral levels, students encounter advanced learning outcomes that emphasize strategic decision-making, leadership, and the capacity to conduct original research in their field. The outcomes align well with educational aims and are measurable, achievable, and realistic, allowing students to meet the required standards. The outcomes are evaluated with clear criteria, enabling students and academic staff to effectively monitor progress. The learning outcomes align well with the qualification level and field descriptors set by the NQF, guaranteeing that students earn a qualification recognized on both national and international levels. The outcomes align with sectoral benchmarks established in accordance with the NQF, ensuring they meet industry standards and effectively address the practical skills required by graduates in the labour market. The learning outcomes of each program reflect the unique characteristics of the respective field of study. The outcomes for the Bachelor's programs in Management, Marketing, and Finance effectively showcase the essential competencies needed in these fields, including critical thinking, decision-making, and the practical application of theoretical knowledge in business contexts. The Master's and Doctoral programs effectively cultivate advanced skills in leadership, strategic planning, and research, equipping graduates for prominent positions in both business and academia.

The site visit revealed that the design of these outcomes was a collaborative effort, incorporating feedback from academic staff, students, employers, and alumni. This approach ensured that the outcomes are relevant and aligned with academic goals and labour market expectations.

The outcomes are clearly relevant and align with both educational and industry standards. The university effectively engages stakeholders in the process, ensuring that learning outcomes stay current and aligned with program quality and relevance through continuous feedback and improvement. The learning outcomes align well with the demands of the job market. The programs effectively integrate labour market research and employer feedback, ensuring graduates are well-prepared for the demands of both local and international job markets. The programs effectively align outcomes with industry demands, ensuring that graduates are competitive and equipped with the necessary skills for employment or further academic pursuits. Employers and external stakeholders plays a crucial role in shaping and communicating the outcomes, ensuring that the programs stay relevant and aligned with the needs of the labour market. Labour market analyses and employer feedback in site visit emphasised the importance of adaptable graduates who possess strong global perspectives and practical competencies. This is an area that the university should specifically consider. The outcomes are measurable, realistic, and achievable, offering a clear path for student success and program improvement in response to evolving labour market demands and academic trends. This collaborative approach is essential for effective maintenance.

The learning outcomes across various levels—Bachelor's, Master's, and Doctoral—within the Business Administration cluster are notably consistent in content, complexity, and difficulty. The outcomes effectively create a logical progression from one level to the next, with each stage building on the knowledge and skills gained previously. The Bachelor's programs emphasize foundational skills, whereas the Master's programs enhance this foundation by cultivating advanced strategic thinking and leadership abilities. The Doctoral programs emphasize original research and knowledge creation, equipping students for leadership positions in academia and the business sector. The vertical integration effectively aligns outcomes with educational cycles, facilitating a seamless transition for students from one level to the next. The individuals involved in implementing the programs effectively communicate clear and accessible information about the learning outcomes to stakeholders. This information is publicly accessible, usually found on the university's website and in program documentation. It ensures that all stakeholders—students, staff, employers, and alumni—are informed about the learning objectives and can monitor students' progress during their academic journey.

Programme 1 - Bachelor of Business Administration (Management) - Level 6

The learning outcomes for the Bachelor of Business Administration in Management are appropriately designed for the sixth level of the NQF, ensuring that students acquire the necessary foundational knowledge and skills to thrive in management roles. The outcomes address the core competencies of management, including business process analysis, resource allocation, and decision-making. These

learning outcomes reflect the specificity of the management field and are fully aligned with the program's aims of equipping students with the theoretical and practical skills required to manage business operations effectively. The outcomes are measurable and achievable, ensuring that students can meet the expectations set out by the program.

The outcomes also cater to the requirements of both local and international labor markets. By focusing on critical thinking, strategic planning, and the use of modern business technologies, the program prepares graduates to meet employer expectations and adapt to the rapidly evolving business environment. Additionally, the program encourages responsibility and autonomy, allowing students to critically evaluate their own strengths and weaknesses and pursue lifelong learning, which is essential for their future career growth. The learning outcomes are suitable for a bachelor's level program, and they provide a solid foundation for students who wish to either enter the workforce or pursue further studies in management.

Programme 2 – Bachelor of Business Administration (Marketing) – Level 6

The learning outcomes for the Bachelor of Business Administration in Marketing are designed to address the specific demands of the marketing industry. These outcomes are suitable for a bachelor's program, as they focus on building foundational knowledge in marketing theories, market analysis, and brand management. The outcomes ensure that students gain the skills necessary to analyze consumer behavior, develop marketing strategies, and manage marketing campaigns. These outcomes reflect the program's aim of preparing graduates for the demands of the marketing field, with a strong emphasis on practical applications of marketing theories.

The learning outcomes are measurable and realistic, ensuring that students are equipped with the skills required to meet labor market demands. The focus on digital marketing, brand management, and customer relationship management reflects both local and international marketing trends, making the program highly relevant in a globalized economy. The outcomes also ensure that students develop responsibility and autonomy in their professional roles, enabling them to lead marketing initiatives and make data-driven decisions. These outcomes are aligned with the sixth level of the NQF and prepare graduates for both entry-level marketing positions and the possibility of continuing their studies at the master's level.

Programme 3 – Bachelor of Business Administration (Finance) – Level 6

The learning outcomes for the Bachelor of Business Administration in Finance focus on equipping students with essential financial management skills, including financial analysis, risk management, and corporate finance. These outcomes are suitable for the bachelor's level, as they cover both theoretical knowledge and practical skills necessary for finance-related careers. The outcomes are aligned with sectoral benchmarks and ensure that graduates possess the competencies required to analyze financial data, develop budgets, and make informed financial decisions.

The learning outcomes are measurable, achievable, and consistent with labor market expectations. They ensure that students are prepared to meet the demands of the financial industry, both locally and

internationally. The outcomes also provide students with the ability to work autonomously and take responsibility for financial decisions, reflecting the level of responsibility expected at the sixth NQF level. The outcomes are aligned with the program's aim of preparing graduates for careers in finance or further studies in related fields, ensuring a clear pathway for professional and academic advancement.

Programme 4 - Master of Business Administration (MBA) - Level 7

The learning outcomes for the MBA program are appropriate for the seventh level of the NQF, focusing on the development of strategic thinking, leadership, and advanced business management skills. The outcomes are consistent with the program's aims of preparing students for leadership roles in business and equipping them with the ability to make complex decisions in dynamic business environments. These outcomes are aligned with sectoral benchmarks and ensure that graduates are capable of applying advanced business concepts to real-world problems.

The learning outcomes are also designed to be measurable and achievable, with a focus on both theoretical understanding and practical application. The outcomes reflect labor market demands, ensuring that graduates possess the skills necessary to take on senior management roles in various industries. The program emphasizes autonomy and responsibility, enabling graduates to lead teams, manage projects, and develop business strategies independently. Overall, the learning outcomes are well-suited to the master's level, preparing graduates for both professional advancement and further academic pursuits, such as doctoral studies.

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

The learning outcomes for the Doctor of Business Administration (DBA) program are aligned with the eighth level of the NQF, focusing on advanced research skills and the ability to contribute original knowledge to the field of business administration. These outcomes are consistent with the program's aim of preparing graduates for academic and senior management roles, with an emphasis on conducting high-level research and analysis. The outcomes ensure that students are capable of developing new business theories and applying these theories to solve complex business challenges.

The learning outcomes are measurable and realistic, ensuring that students can meet the rigorous demands of doctoral-level research. The outcomes reflect the requirements of both the academic field and the labor market, ensuring that graduates are prepared for leadership positions in academia, research institutions, and high-level corporate roles. The program emphasizes autonomy and responsibility, allowing graduates to lead research projects and contribute to the development of business practices. Overall, the learning outcomes are appropriate for a doctoral-level program, ensuring that students are well-prepared to contribute to the advancement of knowledge in the field of business administration.

Programme 6 - Doctor of Business Administration (English Language) - Level 8

The English-taught DBA program shares similar learning outcomes with its Georgian counterpart, focusing on preparing students for international research and academic roles. The outcomes are aligned with the eighth level of the NQF, ensuring that students develop advanced research skills and are capable of addressing global business challenges. These outcomes are consistent with the program's aim of preparing graduates for leadership roles in multinational corporations and international organizations.

The learning outcomes are realistic, measurable, and achievable, ensuring that students are prepared to meet the demands of both the global academic community and the international labor market. The program emphasizes responsibility and autonomy, allowing students to lead cross-border research initiatives and contribute to global business practices. Overall, the learning outcomes are well-suited to the doctoral level, ensuring that graduates are prepared for leadership roles in international business and academia.

Evidences/Indicators

- Educational programmes with syllabi
- Curriculum map
- Results of course learning outcomes evaluation
- Self-Evaluation Report
- Site visit interviews

General recommendations of the cluster: N/A

General suggestions of the cluster:

1. It is advised to adjust outcomes to ensure bachelors and masters graduates acquire global competencies, including cross-cultural communication and international business ethics, to meet the needs of multinational employers.

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster evaluation

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

The evaluation mechanisms for programme learning outcomes are defined and structured. These mechanisms ensure that learning outcomes are assessed in a consistent, transparent, and cyclical manner, involving all key stages—defining, analysing, and collecting data required to measure student achievements. This approach ensures that the learning outcomes align with the objectives of each educational program and meet the expectations of academic standards and labour market requirements. The evaluation system includes both direct and indirect assessment methods, involving external stakeholders such as employers, alumni, and professional associations, to ensure that learning outcomes are pertinent and aligned with real-world requirements.

Grigol Robakidze University has ensured that the programme learning outcomes assessment mechanisms are available to all pertinent stakeholders, including students, academic staff, alumni, and employers. The assessment procedures are conveyed through various platforms, including the university's website, program handbooks, and during orientation sessions. The accessibility of this information facilitates transparency and enables stakeholders to comprehend how student performance is assessed in relation to the learning outcomes. For instance, students are informed about the criteria for evaluating their academic progress throughout the program, including the specific learning outcomes that will be assessed at each stage of their education. This accessibility also extends to external stakeholders such as employers and alumni, who are consistently involved in reviewing and providing feedback on the relevance and effectiveness of learning outcomes, particularly concerning the preparation of graduates for the labour market. Through the maintenance of open communication, the university ensures that the programme evaluation system is relevant and aligned with academic and professional expectations.

The evaluation plan for learning outcomes at Grigol Robakidze University adopts a systematic approach that encompasses regular assessments, data collection, and analysis. The evaluation cycle is structured to monitor student progress in a systematic manner, beginning with the definition of learning outcomes, followed by the collection and analysis of pertinent data, and concluding with the review and refinement of program content and teaching methods. The university utilizes a combination of quantitative and qualitative data to assess the extent to which students are meeting the programme learning outcomes. The data is collected through various methods, including coursework assessments, examinations, student

feedback, employer surveys, and alumni tracking. The collection and analysis of this data take place at regular intervals, generally at the conclusion of each academic term, and are utilized to guide ongoing curriculum development and pedagogical enhancements. Furthermore, external stakeholders participate in the evaluation process, offering insights that assist in maintaining alignment of the programmes with academic standards and labour market requirements.

The learning outcomes of both the teaching and scientific-research components are assessed in a consistent and transparent manner, considering the specific characteristics of the field of study. In research-focused programs, such as Doctoral degrees, the evaluation of research outcomes is essential to ensure that students are acquiring the advanced analytical and investigative skills necessary at this level. These evaluations take place at regular intervals and are documented accurately, facilitating ongoing assessment of student progress. The evaluation methods for the teaching component consist of traditional assessments, including exams, quizzes, and practical assignments, whereas the scientific-research component is evaluated through thesis work, publications, and presentations. These assessments verify that students achieve the required learning outcomes at each stage of their educational journey. The transparency of the evaluation process is improved through regular feedback sessions, during which students receive comprehensive assessments of their progress and areas needing enhancement.

The assessment system at Grigol Robakidze University is structured to consider the specific characteristics of each field of study and educational level. The evaluation of learning outcomes is carried out using a combination of direct and indirect assessment methods, enabling the university to ascertain the degree to which students have met the specified learning outcomes. In business administration programs, direct evaluation methods consist of exams, case studies, and projects, whereas indirect methods encompass employer feedback, peer reviews, and student self-assessment. The periodicity of assessments is consistent with the structure of each program, ensuring that evaluations take place at suitable intervals to offer feedback on student performance. Assessments are generally conducted at the end of each course or module, with final evaluations taking place at the conclusion of the program. This regular assessment cycle ensures that students have several opportunities to demonstrate their learning and that any necessary adjustments to the curriculum can be made promptly.

Employers, alumni, and professional associations participate in the assessment of programme learning outcomes, ensuring that the skills and competencies acquired by students correspond with industry requirements. These stakeholders offer feedback on the relevance of the curriculum, the employability of graduates, and the effectiveness of the learning outcomes. Employer feedback is collected through surveys and interviews, and alumni are periodically invited to provide their experiences and insights regarding the program's effectiveness in preparing them for their careers. This external engagement ensures that the

university's programs remain relevant and responsive to changes in the labour market, thereby enhancing the employability of graduates and the quality of the educational experience.

Grigol Robakidze University has set standards for each learning outcome, ensuring that the evaluations of learning outcomes are consistently monitored and compared with these standards. These benchmarks are based on national standards (as defined by the NQF) and international best practices, ensuring that students attain levels of competency that are relevant in both local and global contexts. The university performs consistent monitoring of these benchmarks, with results analysed by academic staff to assess whether students are meeting the established standards. If any discrepancies are identified, the program is reviewed and modified to ensure that future cohorts can achieve the specified learning outcomes. This ongoing process of monitoring and adjustment ensures that the university upholds standards of education and that students are adequately prepared for the demands of the labour market.

The academic and visiting staff at Grigol Robakidze University possess a comprehensive understanding of the evaluation methods for learning outcomes. Regular training sessions are conducted to ensure that faculty members are knowledgeable about current assessment techniques and practices for evaluating student progress. This professional development is necessary for upholding the integrity of the learning outcomes evaluation system and ensuring that all staff members are equipped to assess student performance effectively. Furthermore, the university offers continuous support to staff in acquiring the essential skills for formulating, assessing, and analysing learning outcomes. This support encompasses workshops, seminars, and access to online resources, ensuring that academic staff possess the necessary tools to enhance the evaluation process consistently.

All stakeholders, including students, faculty, employers, and alumni, are informed about the evaluation process for learning outcomes. The results of these evaluations, along with any subsequent analysis, are communicated to stakeholders through various channels, including regular meetings, reports, and public announcements on the university's website. This communication facilitates awareness among all parties involved in the program regarding the learning outcomes, the assessment methods employed, and the improvements being implemented based on the evaluation results. By encouraging this level of engagement, the university facilitates a collaborative environment in which the ongoing enhancement of educational programs is a collective objective among all stakeholders.

Evidences/Indicators

- Evaluation mechanism for learning outcomes
- Cluster-grouped learning outcomes assessment plan with target indicators
- Analysis of learning outcomes assessment results

- Programme evaluation and monitoring reports
- Interview results from stakeholders and graduates
- Self-Evaluation Report

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

The educational programs at Grigol Robakidze University are structured to align with the institution's methodology for planning, designing, and developing curricula. The programs are designed according to the European Credit Transfer and Accumulation System (ECTS) and in compliance with Georgian educational legislation. Each program includes both theoretical knowledge and practical skills development, ensuring that students achieve specific learning outcomes that align with their qualification level. Stakeholder feedback, including from academic staff, students, alumni, and employers, informs continuous improvements in program structure and content.

Grigol Robakidze University's educational programmes within the Business Administration cluster, including undergraduate, master's, and doctoral levels, follow a structured methodology aligned with the HEI's (Higher Education Institution) requirements. Each programme, whether in management, marketing, finance, or doctoral studies, is designed to ensure logical progression and a consistent framework that supports the achievement of programme learning outcomes. This design framework reflects an alignment with both national educational standards and the university internal planning methodologies for structuring educational programmes.

The programmes' content and structure are crafted to ensure that graduates achieve targeted learning outcomes. For example, each programme comprises a combination of mandatory and optional courses, free components, and research or practical elements that align with the competencies required in specific business fields.

All programmes are designed in accordance with Georgian legislation and the ECTS, meeting the national standards for higher education in Georgia. The self-assessment reports indicate adherence to accreditation requirements, ensuring the qualifications awarded are recognized both nationally and internationally.

The higher education programs in the cluster follow the ECTS system and Georgia's Ministry of Education and Science guidelines, focusing on students' academic workload to meet program goals. Each program is designed according to university standards and divided into three main parts:

1. **Conceptual Context Block**: Defines the program's goals, specific field characteristics, learning outcomes, admission requirements, evaluation systems, structure, and qualifications. It also addresses graduate employment, further study opportunities, and international integration.
2. **Matrix Block**: Outlines study disciplines with hours, prerequisites, and competencies.
3. **Functional Block**: Contains syllabi for all courses, including optional ones.

Students typically earn 60 credits annually, with a maximum of 75 credits. The academic year consists of 38 weeks split into two 19-week semesters, autumn and spring.

The volume and complexity of the content in each programme are consistent with its learning cycle. Undergraduate programmes carry 180 ECTS credits across three years, with a focus on foundational business knowledge, specialization in specific fields, and skills development in information technology and foreign languages. The Master's programme requires 120 ECTS credits over two years, featuring advanced courses and research to support deeper knowledge in business administration. Doctoral programmes, with 60 ECTS credits, are structured over three years, emphasizing high-level research skills and sector-specific knowledge. This alignment with the European Credit Transfer and Accumulation System (ECTS) ensures that each programme meets both national and European standards.

The programme structure logically integrates the learning outcomes within each concentration. For instance, the learning outcomes for Bachelor's programmes in finance, marketing, and management focus on foundational knowledge, while the Master's and Doctoral programmes deepen this understanding with advanced research and specialized competencies in management, strategy, and innovation. However, to better align with industry standards and prepare students with most relevant critical and practical skills necessary for today's dynamic business environment, it is desirable to include modern business topics of AI, business analytics, digital marketing etc. in the various business programmes. The educational programmes demonstrate a well-organized structure with a clear logical development path across each academic level. Admission requirements for advanced courses and programme components ensure appropriate preparation and foundational knowledge at each stage. For example, entry into the Master's and Doctoral programmes is based on prior academic achievements and, in some cases, additional language proficiency and thesis defense.

The programmes emphasize key issues of internationalization in their curriculum. This includes the study of global business practices, marketing strategies, and financial management techniques relevant to international markets. Additionally, English-language doctoral programmes prepare students for global

business environments, enhancing the international reach and appeal of Grigol Robakidze University's educational offerings. However, integrating more English language courses in the business cluster programme aligns with employer feedback/requirement emphasizing English proficiency for employability and ensures the program prepares students effectively for global opportunities

The development of each programme reflects a collaborative process, engaging academic staff, visiting experts, students, alumni, and employers. Regular employer focus groups, alumni feedback sessions, and market research studies have shaped programme objectives and learning outcomes to better meet industry requirements, ensuring graduates are well-prepared for the evolving demands of the business sector.

Grigol Robakidze University ensures the accessibility of programme information for prospective students and other stakeholders. Key details, including programme objectives, learning outcomes, and career opportunities, are publicly available on the university's website, ensuring transparency and facilitating informed decision-making for applicants.

Programme 1 - Bachelor of Business Administration (Management) - Level 6

- **Structure and Consistency:** The Bachelor's in Business Administration (Management) is a three-year program, totaling 180 ECTS. Core courses include mandatory management courses (131 credits), optional courses (30 credits), and free electives (19 credits).
- **Learning Outcomes and Content Alignment:** The program develops students' understanding of management principles, organizational structures, and decision-making in a globalized business environment. Graduates are expected to have analytical and communication skills suited to the labor market's demands for roles like project and operations management.
- **Individuality of Content:** Unique to this program are courses emphasizing IT and foreign language skills, adapted based on market research findings.

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

- **Structure and Consistency:** The marketing-focused undergraduate program comprises 180 ECTS, with core marketing courses (138 credits), optional modules (23 credits), and free electives (19 credits).
- **Learning Outcomes and Content Alignment:** This program focuses on equipping students with marketing theories, practical skills in marketing research, and digital marketing strategies. The structure prepares graduates for roles like digital marketing and social media management, with a strong alignment between content and expected learning outcomes.

- **Individuality of Content:** An emphasis on digital marketing tools and foreign language use in business scenarios distinguishes this program, supporting students' adaptability in the rapidly evolving marketing industry.

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

- **Structure and Consistency:** The Finance undergraduate program follows a similar 180 ECTS framework, with mandatory finance courses (136 credits), electives (25 credits), and free electives (19 credits).
- **Learning Outcomes and Content Alignment:** Designed to meet industry requirements, the program focuses on financial management, investment analysis, and risk management. Graduates gain skills for roles such as financial analysts and investment advisors.
- **Individuality of Content:** Finance-specific courses emphasize current financial technologies and risk assessment, reflecting feedback from industry partners and labor market needs.

Programme 4 - Master of Business Administration (MBA) - Level 7

- **Structure and Consistency:** This two-year Master's program totals 120 ECTS, with 70 credits in core business administration, 10 in electives, and a 30-credit research thesis.
- **Learning Outcomes and Content Alignment:** The Master's program builds on undergraduate foundations, emphasizing leadership, strategic planning, and research. Graduates are prepared for higher managerial roles, aligning with the program's focus on strategic decision-making.
- **Individuality of Content:** A research-oriented component in business strategy and a focus on global business trends enhance the program's distinctiveness, making it suitable for both local and international business contexts.

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

- **Structure and Consistency:** This doctoral program consists of 60 ECTS over three years, divided among sectoral disciplines (20 credits), general competencies (12 credits), methodological training (18 credits), and electives (10 credits).
- **Learning Outcomes and Content Alignment:** Doctoral candidates are prepared for research and academic roles, with outcomes focused on advanced research methodologies, critical analysis, and contributions to business theory and practice.

In 60 ECTS are following mandatory courses:
Pedagogy of higher education - 7 ECTS
Management paradigms – 5 ECTS

Doctoral research (problematic seminar) – 8 ECTS
Doctoral research methodology and dissertation architectonics – 10 ECTS
Block-Seminar I -10 ECTS
Block-Seminar II - 10 ECTS

After that is started research component, which includes "Colloquium I and II, which are intended for skill development in scientific directions, and should not be in the field PhD this direction, if it that type component it should be categorized under the teaching component rather than the scientific component. But in the teaching component already is maximum 60 credit, by other hand each means during 2 years till final defense university is not checking progress of theses development.

In the "The standard of the scientific component of the doctoral program" is stated:

"7. Preconditions for the thesis defense. In order to be admitted to the defense of the thesis, it is necessary to have the following prerequisites: . . 4. The doctoral candidate must have published:
a) One article in a refereed publication (in Georgian).
b) One scientific report/thesis in the collection of an international forum or on an electronic medium, with confirmation of personal participation (in a foreign language).
c) One scientific article in international publications indexed in Scimago Journal Ranking and Impact Factor ratings and/or in Elsevier (Scopus and Science Direct) Web of Science, EBSCO, ERIH plus databases."

According to that document there is not stated that the publications should or not to be in the field of PhD theses. During panel interview there was complicated answers about what should not be in the Feld of PhD theses, one student said that one should be and second not.

By other hand, in the same document is stated that scientific publication should not be and will not be accepted if it will be on Colloquium I and II.
According of that PhD student during scientific component should work at least 4 different research which is very complicated.
The scientific part of the doctoral program should essentially rework, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the results obtained in the doctoral research.
The university currently accepts a wide range of topics for PhD students even though finance and tourism are emphasized, which indicates a lack of clear research direction. To enhance the quality and focus of its doctoral programs, the university should establish well-defined research priorities and areas of specialization. This will not only provide clearer guidance for PhD candidates but also strengthen the

university's research profile and ensure that resources are allocated effectively to support impactful and innovative research projects.

Programme 6 – Doctor of Business Administration (English Language) – Level 8

- **Structure and Consistency:** Also totaling 60 ECTS, this English-language doctoral program shares a similar structure to the Georgian-language doctorate but with a focus on international research and global business strategies.
- **Learning Outcomes and Content Alignment:** Graduates gain skills for global academic and industry leadership roles, with an emphasis on research communication and innovation.

In teaching part 60 ECTS are following mandatory courses:
Pedagogy of higher education - 7 ECTS
Management paradigms – 5 ECTS
Doctoral research (problematic seminar) – 8 ECTS
Doctoral research methodology and dissertation architectonics – 10 ECTS
Block-Seminar I -10 ECTS
Block-Seminar II - 10 ECTS

After that is started research component, which includes "Colloquium I and II, which are intended for skill development in scientific directions, and should not be in the field PhD this direction, if it that type component it should be categorized under the teaching component rather than the scientific component. But in the teaching component already is maximum 60 credit, by other hand each means during 2 years till final defense university is not checking progress of theses development.

In the "The standard of the scientific component of the doctoral program" is stated:
"7. Preconditions for the thesis defense. In order to be admitted to the defense of the thesis, it is necessary to have the following prerequisites: . . 4. The doctoral candidate must have published:
a) One article in a refereed publication (in Georgian).
b) One scientific report/thesis in the collection of an international forum or on an electronic medium, with confirmation of personal participation (in a foreign language).
c) One scientific article in international publications indexed in Scimago Journal Ranking and Impact Factor ratings and/or in Elsevier (Scopus and Science Direct) Web of Science, EBSCO, ERIH plus databases."

According to that document there is not stated that the publications should or not to be in the field of PhD theses. During panel interview there was complicated answers about what should not be in the Feld of PhD theses, one student said that one should be and second not.

By other hand, in the same document is stated that scientific publication should not be and will not be accepted if it will be on Colloquium I and II.

According of that PhD student during scientific component should work at least 4 different research which is very complicated.

The scientific part of the doctoral program should essentially rework, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the results obtained in the doctoral research.

The university currently accepts a wide range of topics for PhD students even though finance and tourism are emphasized, which indicates a lack of clear research direction. Defining clear research priorities strengthens the program's focus, supports impactful research, and ensures resources are used effectively to enhance the quality and focus of its doctoral programs, the university should establish well-defined research priorities and areas of specialization. This will not only provide clearer guidance for PhD candidates but also strengthen the university's research profile and ensure that resources are allocated effectively to support impactful and innovative research projects.

Compliance with Criteria

The educational programmes in the Business Administration cluster at Grigol Robakidze University are mostly designed to meet the needs of students, industry, and the broader educational standards. With a structured methodology, consistent alignment with learning outcomes, and integration of modern academic practices, these programmes provide a robust pathway for students at all levels to achieve academic and professional success.

All programs align with HEI's methodology for educational planning and ensure structured progression from undergraduate to doctoral levels. Programs incorporate current research findings and industry trends, with frequent updates based on stakeholder feedback. The qualification levels and program-specific modules support the professional and academic needs of students, preparing them for further studies or specialized industry roles.

The university ensures transparency and accessibility of information on these programs through its official website and other channels, adhering to high standards of public accountability.

Evidences/Indicators

- Methodology and/or rule of planning, development and development of educational programs;
- Educational program with attached syllabi
- Curriculum map
- Self-Evaluation Report of the Cluster of Higher Education Programmes
- University Dissertation Council and Provision of Ph.D.
- The standard of the scientific component of the doctoral program
- Panel interviews
- Web site: https://gruni.edu.ge/
- Evidence of participation of interested parties involved in program development (Annex 1.12)
- Interview results

General recommendations of the cluster: N/A

General suggestions of the cluster:

2. It is desirable to update the BA and MA program curricula to include modern business topics (e.g., leadership, entrepreneurship, AI, and data analytics) and emphasize real-world applications.

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
   Recommendation(s): N/A
   Suggestion(s): Nil

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
   Recommendation(s): N/A
   Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
   Recommendation(s): N/A
   Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7
   Recommendation(s): N/A
   Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
   Recommendation(s):
   - 1. The scientific part of the doctoral program should be essentially reworked, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the

results obtained in the doctoral research.

Suggestion(s):

12. It is advisable to streamline PhD program components to align research priorities with the institution's strengths in finance and tourism, strategic direction and simplify the scientific component structure, and clarify publication requirements.

Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s):

2. The scientific part of the doctoral program should be essentially reworked, all the components included here should essentially serve the doctoral topic. That is, colloquiums should refer to the topic and publications to prove the relevance of the results obtained in the doctoral research.

Suggestion(s): **13.**It is advisable to streamline PhD program components to align research priorities with the institution's strengths in finance and tourism, strategic direction and simplify the scientific component structure, and clarify publication requirements.

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 (Management), Undergraduate, VI level	☑	☐	☐	☐
Program 2. Business Administration (Marketing), Undergraduate, VI level	☑	☐	☐	☐
Program 3. Business Administration (Finance), Undergraduate, VI level	☑	☐	☐	☐
Program 4. Business Administration, Master's, VII level	☑	☐	☐	☐
Program 5. Business Administration, Doctoral, VIII level	☐	☑	☐	☐
Program 6. Business Administration (English), Doctoral, VIII level	☐	☑	☐	☐

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Cluster and individual evaluation

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

The Business Administration programs at Grigol Robakidze University - ranging from undergraduate (Management, Marketing, Finance) to master's and doctoral levels - are designed to align course content, credits, and learning outcomes with program goals. Each program specifies learning outcomes aligned with core competencies in business management, marketing, finance, and research, ensuring progression across educational levels.

For instance:

- **Undergraduate Programs**: Each bachelor's program requires 180 credits, covering foundational, core, and elective components. The balance of mandatory (131-138 ECTS), optional (19-25 ECTS), and elective credits (19 ECTS) supports targeted skill development in management, marketing, and finance. This structure provides a comprehensive foundation while focusing on specific business areas, meeting both program and course-specific learning outcomes.
- **Master's Program**: The 120-credit Master of Business Administration program includes a structured curriculum focusing on strategic thinking and leadership, with a mandatory thesis component to enhance research capabilities.
- **Doctoral Programs**: Doctoral studies, whether in Georgian or English, consist of a 60-credit structure emphasizing research in specific business subfields and prepare graduates for leadership roles in academia and industry.

Each program has an ECTS structure to reflect learning outcomes accurately. The ratio of contact and independent hours is configured to account for course depth and delivery method, maintaining relevance for each field's theoretical and practical aspects.

Each syllabus includes carefully curated literature and study materials aligned with contemporary industry standards and program outcomes. Core texts and resources are selected based on recent research and sector developments, ensuring that students have access to the latest knowledge in their fields.

- **Undergraduate Programs**: The syllabi incorporate key literature in information technology and foreign languages, reflecting shifts in market demands, as identified in recent labour market research. Updates in Georgian-language resources further align program content with regional industry needs.
- **Master's Program**: Literature emphasizes advanced managerial skills, aligning with strategic and analytical course components, preparing students to tackle complex business environments.
- **Doctoral Programs**: Literature focuses on in-depth, research-oriented texts. Doctoral candidates are required to engage with recent international research publications, fostering a global perspective and encouraging contributions to business knowledge.

This alignment ensures that all programs meet the quality and rigor necessary for students to attain their intended learning outcomes and positions graduates for career advancement and further study.

In conclusion, the structure and content of Grigol Robakidze University's Business Administration programs are robustly designed to meet defined learning outcomes across educational levels, supported by current, field-specific study materials and a balanced credit system tailored to each program's objectives.

Program 1: Business Administration (Management), Undergraduate, VI level.

The Business Administration (Management) program is structured to ensure the achievement of program-specific learning outcomes through a 180-credit system, organized over three academic years. Core subjects, elective courses, and free components are allocated 131, 30, and 19 credits, respectively. Core subjects include Information Technology (three levels) and Business Foreign Language courses, emphasizing both technical and linguistic skills needed in management. The curriculum has been updated to include Georgian-language resources and adjusted credit allocations based on student feedback and labour market needs. The program equips students with a comprehensive understanding of business functions and analytical skills, ensuring readiness for either the workforce or further academic pursuit.

all academic courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Program 2: Business Administration (Marketing), Undergraduate, VI level.

The Business Administration (Marketing) program offers 180 credits over three years, with a focus on equipping students with fundamental marketing and business administration knowledge. Students complete 138 credits in core subjects, 23 in elective marketing courses, and 19 in general electives. Emphasis is placed on Information Technology and Business Foreign Language courses to enhance digital and communication skills, essential in marketing roles. The curriculum includes updated Georgian resources, reflecting the latest research and labour market demands. This structure ensures that graduates are skilled in practical and theoretical marketing approaches, preparing them for roles in digital marketing, brand management, and similar fields.

all academic courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Program 3: Business Administration (Finance), Undergraduate, VI level.

The Finance-focused undergraduate program comprises 180 credits over three years, segmented into 136 core credits, 25 elective finance credits, and 19 general electives. Emphasizing practical finance skills and market analysis, the program addresses financial management, investment, and cash flow analysis. The program's design reflects employer feedback and includes updated resources and credit adjustments. Graduates gain competencies in finance-specific areas such as investment analysis and risk assessment, aligned with roles in financial analysis, investment banking, and financial management.

all academic courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Program 4: Business Administration, Master's, VII level.

The Master of Business Administration program spans 120 credits over two years, with 70 credits in core business courses, 10 in electives, 10 in practical applications, and 30 credits dedicated to thesis work. The curriculum aligns with the latest sector benchmarks, featuring strategic management, leadership, and research components to prepare students for higher-level decision-making roles. Students also gain experience in business communication and foreign languages. The program is tailored for those seeking advanced expertise in finance, management, or marketing, fulfilling local and international job market requirements.

All academic courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Program 5: Business Administration, Doctoral, VIII level.

The Doctoral program in Business Administration requires 60 credits, structured for completion over three years. Core areas include sectoral and methodological research disciplines, enhancing skills in both practical analysis and academic research. The competitive admission process requires candidates to present a research proposal, with significant focus on preparing students for leadership in academia or research-intensive roles in business. Emphasis is on generating original research contributions and developing innovative business solutions.

All academic/teaching courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Program 6: Business Administration (English), Doctoral, VIII level.

The English-language Doctoral program in Business Administration mirrors the Georgian doctoral program's 60-credit, three-year structure, with a focus on preparing international students for high-level analytical and research roles. Core competencies include research methodology and leadership in global business environments. Admission requires English proficiency and a research proposal. The program develops experts ready for multinational corporate roles or academic research, focusing on international business dynamics.

all academic/teaching courses content, credit allocation, and study materials are structured to effectively support the achievement of both course-specific and overall program learning outcomes.

Each program aligns content, credits, and learning outcomes with defined objectives, providing structured progression from foundational knowledge to advanced research capabilities across levels.

Literature of each course is up to date It is modern. Prerequisites of the subjects are relevant.

Evidences/Indicators
- Methodology and/or rule of planning, development and development of educational programs;
- Educational program with attached syllabi
- Curriculum map
- Self-Evaluation Report of the Cluster of Higher Education Programmes
- University Dissertation Council and Provision of Ph.D.
- The standard of the scientific component of the doctoral program
- Panel interviews
- Web site: https://gruni.edu.ge/

○

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

    Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

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 (Management), Undergraduate, VI level	☑	☐	☐	☐
Program 2. Business Administration (Marketing), Undergraduate, VI level	☑	☐	☐	☐
Program 3. Business Administration (Finance), Undergraduate, VI level	☑	☐	☐	☐
Program 4. Business Administration, Master's, VII level	☑	☐	☐	☐
Program 5. Business Administration, Doctoral, VIII level	☑	☐	☐	☐
Program 6. Business Administration (English), Doctoral, VIII level	☑	☐	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Based on information provided from the Self-Evaluation Report of the cluster submitted by Grigol Robakidze University, the documentation enclosed with it and the interviews conducted during the visit, the panel noted that, in general, the University follows a structured approach to planning its student body and managing student intake that aligns with institutional resources and the specific requirements of the program. It can be said that the admission preconditions are coming out from the analysis of the research results conducted with the students, alumni, employers and other stakeholders of the program. In general, the prerequisites follow out from the experience and the benchmark of the relevant programs. They mostly take into consideration the market demand for qualified specialists in program target fields of Business Administration. According to the information provided, the **methodology for determining the student contingent** takes into account the main and auxiliary indicators for determining the student contingent such are:

- Bandwidth of audiences
- Ratio of number of affiliated staff to students
- The mission of the university
- Market research data
- Number of students with active status
- Number of students with suspended status
- Dynamics of student enrollment
- Dynamics of student outflow
- Dynamics of graduates

Regarding the transparency and availability of information about the addition to the programs, it can be mentioned that the admission prerequisites and procedures for admission to the programs are written in accordance with the current legislation, they are public, can be found on the University website. In addition, the admission preconditions are mostly logical, fair and transparent and correspond to the level of education, which mostly ensures the inclusion of applicants with the relevant knowledge and skills in the programs to achieve the learning outcomes of the programs. In general, the prerequisites for admission to each program take into account the specifics of the program and the admission of such students who will have the necessary knowledge and skills to overcome the program.

According to the information provided by the HEI, it is possible to enroll in educational programs on a mobility basis twice a year, within the deadlines set by the law, following the mandatory procedures and the rules established by the university. Appropriate Procedures are defined by the University according to the regulation - "Regulation of Student status and educational process", which is placed on the University website. (see link: https://gruni.edu.ge/footer_content/index/325/1447832401)

The procedure, including transfer from other higher education institutions, is defined According to the regulation "Student Regulation of status and educational process", which is placed on the University website (see link: https://www.gruni.edu.ge/footer_content/index/325/1447832401).

Program 1. Business Administration (Management), Undergraduate, level 6.

According to the information provided by the SER and the records in program description document, it is clear that student is admitted to the BBA Program if a citizen of Georgia with a state certificate/attest confirming complete general education or a document equivalent to it has the right to enroll in the undergraduate educational program of business administration (management) based on the results of the unified national exams, subject priorities and coefficients are determined by the school of business and management:

- (a) **Georgian language and literature** – coefficient 3; priority - 3
- (b) **Foreign language** (German, English, Russian, French) – coefficient 4; priority - 2
- (c) One of the following compulsory subjects:

    Mathematics - coefficient 5; priority – 1

        or

    History - coefficient 5; priority - 1

Without the results of the unified national exams, admission/enrollment of students to the undergraduate educational program of Business Administration (Management) or enrollment by mobility is carried out according to the rules established by the current legislation.

However, while interviewing students, the panel noted that before being admitted to the language course the students did not pass placement tests to define clearly the level of their knowledge. To avoid some misunderstanding and effectively achieve learning outcomes stated in the syllabi of foreign language

course as well as in the program, it is suggested to define clearly the minimal relevant knowledge and skills in foreign languages, that is required to continue studying at this BBA program, in addition the placement test should be employed for defining the real level of knowledge of each student's in foreign language and than offer a relevant course.

Program 2. Business Administration (Marketing), Undergraduate, level 6.

According to the information provided by the SER and the records in the program description document, the admission requirements for the BBA Program in Marketing are similar to the above-mentioned BBA program in Management. Students are admitted to the BBA Program in Marketing in accordance with the rule stipulated by the Georgian legislation. After completing the general education level, one must successfully pass the Unified National Examination, based on the results of the subject priorities and coefficients are determined by the school of business and management:

   (a) **Georgian language and literature** – coefficient 3; priority - 3
   (b) **Foreign language** (German, English, Russian, French) – coefficient 4; priority - 2
   (c) One of the following compulsory subjects:
       Mathematics - coefficient 5; priority – 1
           or
       History - coefficient 5; priority - 1

Without the results of the unified national exams, admission/enrollment of students to the undergraduate educational program of Business Administration (Marketing) or enrollment by mobility is carried out according to the rules established by the current legislation.
However, the panel noted that the placement tests were not employed while admitting students to the language course. Thus, to avoid some misunderstanding and effectively achieve learning outcomes stated in the syllabus of foreign language course as well as in the program, it is suggested to employ the placement test to define the level of knowledge of each student in foreign language and offer a relevant level of the course.

Program 3. Business Administration (Finance), Undergraduate, level 6.

According to the information provided by the SER and the records in the program description document, the admission requirements for the BBA Program in Finance are like the above-mentioned BBA programs in Management, and Marketing. Students are admitted to the BBA Program in Finance in accordance with the rule stipulated by the Georgian legislation. After completing the general education level, one must successfully pass the Unified National Examination, based on the results of the subject priorities and coefficients are determined by the school of business and management:

   (a) **Georgian language and literature** – coefficient 3; priority - 3

(b) **Foreign language** (German, English, Russian, French) – coefficient 4; priority - 2

(c) One of the following compulsory subjects:

    Mathematics - coefficient 5; priority – 1

       or

    History - coefficient 5; priority - 1

Thus, the panel suggested employing the placement test to define clearly the level of knowledge of each student in a foreign language before admitting her/him to the relevant course.

Program 4. Business Administration, (MBA), Graduate, Level 7.

According to the presented SER, MBA program documents and interview results, enrollment in the master's program in Business Administration is based on ranking with the coefficients of the results of the general master's, specialization and foreign language (English) exams, with a proportional ratio of 35/65. Applicants who present a certificate of standardized test results with an assessment of at least ALTE B2 level or have studied and have been awarded an academic degree by a foreign higher education institution where studies are conducted in English are exempted from the foreign language test. It should be noted that without common matriculation exams admission/enrollment of students is carried out according to the rules established by the current legislation. To obtain the right of a candidate for a master's degree, a document confirming the qualification of a bachelor or an equivalent qualification is necessary - a diploma issued by a higher educational institution recognized in accordance with the law. The applicant must be able to meet the above criteria to demonstrate that they can tackle the teaching and research components offered within the master's program and achieve the learning outcomes of the program.

It should be mentioned that this MBA program has relevant, transparent, fair, public and accessible admission preconditions and procedures that mostly ensure the engagement of individuals with relevant knowledge and skills in the program to achieve learning outcomes. The information about program admission preconditions is performed on the University website. However, the panel noted that it is not enough clear formulated the requirements of "exam in specialization" - whether the applicants are obligated to pass some kind of subject-based internal exam or an interview to be admitted to the program. To avoid some misunderstanding, this requirement should be clearly formulated to define in more detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that are required to continue studying at this MBA program and achieve the learning outcomes stated in it.

Program 5. Business Administration, (Georgian), Doctoral, Level 8.

According to the information provided by the SER and the records in PhD in BA program description document, a person can be registered as an applicant of this program, if he/she has a master's or master's degree in business administration or economics. Masters in other specialties who have at least five years of practical experience in the field of management will also be allowed to register. The diploma of higher education obtained before the entry into force of the Law of Georgia "On Higher Education" (before 2005) must be recognized/confirmed by the National Center for the Development of Education Quality. Moreover, to be admitted to the selection competition, the proposed research topic/problems and the professor's consent to provide scientific guidance to the future doctoral candidate or only the proposed topic/problem without selecting a candidate for scientific guidance must be presented. In this case, the university itself ensures the selection of the scientific supervisor in agreement with the student. The panel noted that enrollment in this PhD program is done on a competitive basis. The competition procedure consists of two components: (a) Defense of an abstract or a published work (within the nearest 5 years) before the examination- expert commission; and (b) Examination of one of the European scientific languages (if necessary, the specific examination language is determined by the academic program).

During the defense process of the competitive essay/published work, it should be revealed: (i) The field of interest of the applicant's research; (ii) Academic level of the applicant within the field of business administration (which means: deep and systematic knowledge of the field based on theories and research; perfect knowledge of industry principles and methods) ; and, (iii) Research competence (which implies: Ability of analysis and synthesis.; The ability to pose/view a problem and develop it in an original way; The ability to clearly formulate conclusions based on the opinion and/or research results developed in the submitted paper and present/defend them with convincing argumentation). While interviewing PhD students and graduates, the panel noted that the applicant must be able to meet the above criteria to demonstrate that he/she can tackle the teaching and research components offered within the doctoral program and achieve the learning outcomes of the program. Regarding the required level of knowledge in foreign languages, the panel noted that applicants must meet no less than B2 level. If applicants present a certificate of standardized test results with an assessment of at least ALTE B2 level or have studied and have been awarded an academic degree by a foreign higher education institution, where studies are conducted in one of the European scientific languages, they are exempted from the foreign language test.

It should be mentioned that the Doctoral program in Business Administration has relevant, transparent, fair, public and accessible admission preconditions and procedures that mostly ensure the engagement of individuals with relevant knowledge and skills in the program to achieve learning outcomes.

Program 6. Business Administration (English), Doctoral, Level 8.

According to the information provided by the SER and the records in description document of the English-

language doctoral program in BA, the panel noted that the admission requirements for this program are like the Georgian language one. The only difference is in terms of English language level requirements. It should be mentioned that the enrollment in the English-language doctoral program in BA is done on a competitive basis. The competition procedure consists of two components: (i) Defense of an abstract or a published work (within the nearest 5 years) before the examination- expert commission; (ii) English Language test. Regarding the required level of language competencies, knowledge of applicants in English must meet no less than B2 level. Applicants who present a certificate of standardized test results with an assessment of at least ALTE B2 level or have studied and have been awarded an academic degree by a foreign higher education institution, where studies are conducted in one of the European scientific languages, are exempted from the foreign language test.

It should be mentioned that the Doctoral program in Business Administration also has relevant, transparent, fair, public and accessible admission preconditions and procedures that mostly ensure the engagement of individuals with relevant knowledge and skills in the program to achieve learning outcomes.

However, it should be mentioned that in the program description, where is specified the language competence required as the prerequisites for the enrollment at the English-language PhD in BA, a foreign language (English, German) is indicated and the mandatory minimum knowledge level – at least B2 is specified. (see Georgian version of the program description).

Based on the interview results, the panel revealed that there was a mechanical flaw in this record. For enrollment in the English-language program English language proficiency is considered as the prerequisite.

It is suggested to correct the above-mentioned technical mistake and define English language -level B2 as the prerequisite for the applicant's admission at this PhD program in Business Administration.

Evidences/Indicators

- The Self-Evaluation Report of the cluster submitted by the University
- Interviews with the heads of programs, staff, students and alumni.
- Educational programs in BBA, MBA and PhD (appendices 2.1; 2.2; 2.3; 2.4; 2.5; 2.6)
- Formation of the composition of the admission commission for doctoral programs (see Appendix 2.16 - Doctoral regulations, Article 15)
- Methodology for planning the number of students in the educational program (see Appendix 2.7 - Educational Program Standard, Article 27) - see link: https://gruni.edu.ge/menu_content/index/379)
- "Regulation of Student status and educational process", see link: https://gruni.edu.ge/footer_content/index/325/1447832401)

Recommendations and Suggestions according to the programmes:

Program 1 -Business Administration (Management) – Undergraduate, Level 6

    Recommendation(s): N/A

    Suggestion(s):

2. It is suggested to revise the BBA in Management program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program.

Program 2 - Business Administration (Marketing), Undergraduate, Level 6

    Recommendation(s): N/A

    Suggestion(s):

4. It is suggested to revise the BBA in Marketing program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program.

Program 3 - Business Administration (Finance), Undergraduate, Level 6

    Recommendation(s): N/A

    Suggestion(s):

6. It is suggested to revise BBA in Finance program in terms of employing the placement test to define clearly the minimal relevant knowledge and skills of each student in foreign language required for continuing studying at this BBA program.

Programme 4 - Business Administration (MBA), Graduate - Level 7

    Recommendation(s): N/A

    Suggestion(s):

11. It is suggested to formulate clearly the requirements of exam in specialization to define in more detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that are required to continue studying at this MBA program and achieve the learning outcomes stated in it.

Programme 5 - Business Administration (Georgian), Doctoral - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Business Administration (English Language), Doctoral - Level 8

    Recommendation(s): N/A

    Suggestion(s):

14. It is suggested to correct the technical mistake in the Program document and define English language (at least level B2) as the prerequisite for the applicant's admission at the PhD program in Business Administration.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

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

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

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

The documentation provided by GRUNI, as well as interviews conducted during the accreditation visit revealed that the University considers the development of the students' practical, research, creative, performing and transferable skills along with all those skills, which the Bachelor's as well as Master's and Doctoral programs help to develop and ensures the development of these skills in accordance with learning outcomes and educational levels. For that the HEI applies different resources and organizes planned activities. The relevant components offered within the programs are structured and aimed at enhancing the defined skills as well as fostering students' active involvement in practical and/or research projects aligned with program learning outcomes. Key elements include: (a) Components for the development of Practical skills; (b) Components for the development of Research skills: (c) Additional Academic Work for the developing of practical, research and transferable skills.

Components for the development of Practical skills - are provided within all educational programs grouped in the cluster according to learning outcomes and level ensure practical skills development for students. Programs feature courses with both theoretical lectures and practical contact hours. Students of the Bachelor's program in Business Administration (Management; Marketing; Fnance), as well as Master's program in BA, undertake the course of an internship / professional practice as the compulsory component of the program, which allows them to apply their theoretical knowledge in real-world settings, develop professional skills, and enhance their employment and internship prospects. Moreover, based on the information from the self-evaluation report (SER), enclosed documents, and interview results, the panel noted that students have an opportunity to carry out practical activities at 25 facilities. To ensure the development of students' practical skills Memorandums of Cooperation have been signed with the various organizations. Regarding the Memoranda it was noted by the employers that they take into account the number of students, as well as the purpose, result and duration of the practice, as well as contribute to the smooth implementation of professional practice by students, which in turn is necessary for strengthening the results of bachelor's and master's programs grouped in the cluster.

From international memorandums it is notable to mention the following: WORLD ECONOMIC FORUM, Harvard Business School, Nicolaus Copernicus University, Libra Alliance, Mikolas Romeris University, Armenian State Economic University, AL HEKMA Bahrain International School, Vivotas Magnus

University, European Science University, US Government Exchange Programs Association of Georgia Participants EPAG, Istanbul Aydin University, University of Texas, Pensight, Michigan State University, JKU, European Science Institute (ESI), (Spain, Macedonia), University of Porto, Columbia University.

Regarding the Doctoral level programs in Business Administration, it should be mentioned that both the Georgian – and English-language programs - feature courses with theoretical lectures and practical contact hours, practical components are integrated into the courses as learning activities, that support and ensure the development of practical skills however, the internship / professional practice is not offered as the separate course.

In addition, it should be mentioned that to ensure the further development of students' practical skills GRUNI organizes /participates in various activities/events. According to provided information, the panel noted the following: in 2023, GRUNI, in partnership with the brokerage company "Traders' Hub", opened the first student investment fund in the educational space of Georgia and Eastern Europe. This initiative gives GRUNI students the opportunity to trade on the New York (NYSE) stock exchange not in simulation, but in real mode, with real accounts and in real time. Quarterly reports are available on the university website. The profit is used for charity. It should be noted that the project is a mixture of British Georgian experience and will share the practices of the world's leading universities with Georgian youth. In addition to students, school students and other interested people have the opportunity to participate in the project. Moreover, more than 30 Gruni students and 10 professors and teachers participated in the Georgian Startup Summit and the Startup World Cup National Competition 2023, which was held in May 2023 and was co-organized by the University's School of Business and Management on behalf of GRUNI.

Components for the Development of Research skills – also are integrated in all educational programs grouped in the cluster in accordance with the learning outcomes and level ensure research skills development for students. Based on the information from the SER, enclosed documents, and interview results, the panel noted that the programs feature courses focused on the development of research as well as critical and creative thinking skills. The compulsory, as well as elective courses offered in BBA and MBA program curriculums, applied teaching methods (e.g. case studies; problem-based tasks; preparation of mini-projects and presentations) are integrated in the programs or working on bachelor's/master's thesis are mostly ensuring students' practical, research, creative, performing and transferable skills. In addition, mid-term assessments often include academic tasks like abstracts and project presentations, which mostly support development of above-mentioned skills. However, students of the Bachelor's program in Business Administration (Management; Marketing; Fnance) undertake the course of Bachelor's Thesis as the elective component of the program, which allows them to apply their research skills in real-world settings. Regarding the MBA and PhD in BA, it should be mentioned that these programs are well-structured in terms of research skills development and are focused on the specific tasks/assignments to ensure the achievement of stated outcomes. Moreover, master's and doctoral thesis is a critical component of the relevant educational programs, providing opportunity for students to address complex issues and develop

research as well as critical and creative thinking skills in their fields. The rules and conditions of Preparing, Evaluating and Defending the Bachelor's / Master's / Doctor's Thesis are provided in detail in the specified regulations, as well as relevant course syllabi and are available to the students. The panel noted that the employed approach to the preparation and decency of MBA and PhD thesis supports and ensures development of research as well as transferable skills such as data collecting and analysis, presentation and communication with professional audience; critical thinking and arguing, etc. While preparing a thesis (or other work conducting research activities) the alignment with academic standards is crucially important.

Also, it should be mentioned that to ensure the further development of students' research, creative and transferable skills GRUNI organizes various activities/events such are conferences, workshops, competitions, forums, etc. Thus, Students are actively involved in inter-university and international conferences/forums/workshops and are eligible to participate and present their works/ presentations/projects/ideas. Academic/invited staff supervise the research activities of the students and enhance their involvement in scientific/research activities/projects. (e,g. on December 24-25, 2022, an international scientific conference dedicated to the 30th anniversary of the university's founding was organized by the Batumi representative office of GRUNI. The 1st working day was intended for doctoral students, scientists - for employees, academic staff, researchers, representatives of executive and legislative bodies, media and non-governmental organizations and the 2nd day for undergraduate and graduate students. The following participated in the work of the conference: academics and scientists from higher educational institutions of Germany, Turkey, America and Georgia, who presented interesting works and studies, talked about the achievements and challenges in this or that field. The conference consisted of 9 working sessions. The scientific works presented at the conference discussed the issues of the following directions: business - management, finance, tourism, electronic systems in business; Law and others. The materials of the conference were published in the form of a collection in Georgian and English languages. After the end of the conference, certificates were given to the participants).

In addition, the university's scientific research and creative initiative fund allows students to develop a scientific or creative project and submit it for funding to the said fund. From 2022, the students took part in the following grant projects: 1). Trends in the development of the banking sector of Georgia in the pandemic and post-pandemic period and its impact on the local economy. 2). Research on the use of digital products in the tourism sector of Georgia; 3). The role of renewable energies in the development of green business in Georgia; 4) Raising awareness about sustainable development in schools (in cooperation with Tbilisi City Hall); 5). Research on the level of awareness of consumer rights among schoolchildren, etc.

Additional Academic Work/Activity focused on the development of transferable skills – is well structured in GRUNI. Based information provided by the SER, submitted documentation and results of interviews,

the panel noted that compulsory and elective courses, offered in program curriculums, teaching methods (e.g. case studies; problem-based tasks; group assignments and presentations, seminars in a working group, preparation of mini-projects, etc.) integrated in the programs, as well as other types of activities, ensure the development of students' transferable skills.

In addition, based on information provided by the SER, submitted documents and interviews, the panel noted that to promote the continuous development of students, the activation of scientific-research, educational-cognitive, cultural and sports activities of young people is constantly considered in the agenda of the educational activities of the university. In this regard, different types of events are permanently held for the students of the program, field study tours are systematically organized for the students of the program grouped in a cluster, which contributes to the effective synthesis of theoretical and practical knowledge. (e.g., in April 2023, a study-cognitive tour was conducted in Turkey for the students of the School of Business and Management. The tour was planned jointly by students and associate professors, and 45 students and teachers participated in the tour. After the workshop, training was held in the direction of international tourism. Educational tour helped students to develop both professional and practical skills).

Based on interview results, the panel noted that employer, as well as graduates, in general, extend satisfaction with competences and practical skills of BBA, MBA and PhD in BA program students (particularly, such as data collection, analyzing and classification, detailed and task orientation, critical and situational thinking, problem-solving; soft skills, etc.). However, at the interview some employers have noted that while the university provides good technical training, there should be more focus on developing leadership and managerial skills.

Also, to ensure effectively the development of practical/creative/research/transferable skills, particularly at the BBA and MBA levels, each program should place a greater emphasis on the practical application of theoretical concepts. Incorporating more hands-on projects, case studies, real-world applications into the curriculum and interactive workshops will provide students with hands-on experience and enhance a better understanding of how to apply their knowledge in real business scenarios, as well as increase opportunities to participate in internships, and industry projects.

Evidences/Indicators

- The SER and submitted documentation on BBA, MBA and PhD programs
- Survey report of master's and doctoral students
- Information about students' involvement in scientific research/creative/performance projects
- Funded/current/planned scientific-research projects and information confirming student involvement
- Agreements/Memorandums with economic agents, employers and practice facilities
- Information on the career development of graduates

- o The panel interviews heads of programs, staff, students, graduates, and employers.
- o The University web-site – www.gruni.du.ge

General recommendations of the cluster: N/A

General suggestions of the cluster:

- 3. It is advisable to add programs focusing on leadership and managerial skills to prepare students for high-level management positions.
- 4. To ensure effectively the development of practical/creative/research/transferable skills, particularly at the BBA and MBA levels, and increase students opportunities to participate in internships, and industry projects, it is suggested to incorporate more hands-on projects, case studies, real-world applications into the curriculum and interactive workshops.

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) – Level 8	☑	☐	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Based on information provided by the SER, submitted documents and interviews, the panel noted that, in general, the BBA, MBA and PhD in BA educational programs, grouped in the cluster demonstrate compliance with the requirements of student-centered teaching and learning methods, ensuring that applied methods correspond to the level of education, course content, and stated learning outcomes. The programs employ a variety of teaching methods designed to engage students actively in the learning process. These methods include Interactive lectures; Synchronous online learning, e-resource learning; Seminars; Discussion/debates; Brainstorming; Teamwork/Collaborative Learning; Problem-Based Learning; Case Study; Projects; Working in groups / Practical Work; Verbal instruction, Written Assignments; Demonstration method; Induction, deduction, analysis, book work, verbal explanation; independent learning, showing and commenting on video material, and etc. The diversity of teaching methods is appropriate for the course content and ensures that students can achieve the learning outcomes specified in each course syllabus. It should be noted that the instruction methods used in the programs are specified in the syllabi/guidelines of respective courses. Thus, the syllabi for each course more or less clearly outline the teaching-learning methods to be employed, demonstrating an alignment between these methods and the course objectives. The methods are not only diverse but also flexible, allowing lecturers to adapt their approach depending on the specific needs of the course or the individual student. This flexibility is crucial in a student-centered learning environment and is particularly important for ensuring that students with different learning styles and needs can succeed.

Moreover, the BBA and MBA programs are structured to ensure that teaching methods are interactive, promoting active engagement among students and between students and faculty. This interaction is essential for developing critical and analytical skills, which are key components of the learning outcomes across the programs. The focus on interactive learning methods, such as group discussions and case studies, team-projects, ensures that students are not passive recipients of information but are actively involved in constructing their knowledge. This approach aligns well with the principles of student-centered learning, where the student's active role in the learning process is emphasized. In addition, these teaching-learning methods are in accordance with the requirements of the field characteristic of business administration.

Despite the above-mentioned, detailed reviewing of syllabi (especially, the BBA courses) showed that in most courses similar teaching and assessment methods and tools are applied. However, some of them can be considered as more or less valid for achieving the learning outcomes that are stated in the course (e.g., the BBA course in Strategic Management; Operation Management; Project Management; OB; HRM, etc.). Moreover, the panel noted that some syllabi, where multiple choice tests and team presentation or/and group project are implemented as a student's competency evaluation, teaching instructions as well as assessment tools should be revised in terms of adding more relevant forms (particularly, detail-described instructions for assignments and assessment rubrics) for reliable achievement of learning outcomes and valid evaluation of students' competency. For objective and reliable evaluation of students individual achievements, as well as to identify and measure each student's individual abilities, competencies, and knowledge in a specific topic or subject/course, as well as to identify student's strengths, reveal gaps, and understand his/her proficiency levels, teaching instructions and the assessment should be conducted using valid method(s) with detailed described rubrics, measurable and reliable indicators and relevant scores.

In addition, while interviewing academic and invited staff the panel noted that lecturers mostly apply and implement relevant and valid teaching methods or assessment tools for the developing, measuring and evaluating students' achievement, but the implemented methods have not been mentioned or/and described in syllabi. Thus, GRUNI should ensure that lecturers apply and implement teaching strategies, learning methods and assessment tools effectively, and the institution should conduct some correspondent activities. In addition, syllabi should describe clearly the methods/tools that are implemented in teaching-assessment processes. Thus, some syllabi should be revised in terms of detailed description of teaching methods and assessment tools / rubrics.

Evidences/Indicators
- Electronic resources available in HEI for program implementation (Appendix 2.30);
- The SER of the cluster, submitted by GRUNI
- The BBA, MBA and PhD in BA Programs grouped in a cluster, Curriculum and Syllabi, Description of Teaching-learning methods.
- The Panel Interview Results.

General recommendations of the cluster: N/A

General suggestions of the cluster:

5. For employing the reliable and valid teaching methods and assessment tools relevant to the course / program content and stated learning outcomes, it is suggested to revise the syllabi of the BBA and MBA courses (especially, subject-based compulsory courses), in terms of analyzing applied activities and assignments, as well as detailed describing teaching and assessment methods/strategies.

Programme 1 - Bachelor of Business Administration (Management) - Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

In general, the components and assessment methods of academic courses and subjects are designed to reflect their specific characteristics, align with the intended learning outcomes, and ensure the accurate evaluation of their achievement. The Regulations on Student Status and Academic Process govern student assessment within programs grouped by cluster. A general rule has been established to ensure an adequate evaluation of each student's achieved learning outcomes, with a unified structural system defined for both midterm and final assessments. The final grade is calculated as the sum of the midterm and final assessment results, with a minimum passing threshold set at 51 points and a maximum of 100 points. The student is awarded credits upon meeting or exceeding the minimum threshold of the final grade.

Information about assessment methods and criteria is accessible to students. At the beginning of the academic year, students are informed about when and how different aspects of their knowledge and skills will be evaluated. The course syllabi are available on the Nexus electronic platform. Nexus, an academic management software, allows students to access the syllabi in advance and provides information about assessment components, methods, and criteria. Additionally, in the first class, the lecturer reviews the syllabi and explains the individual teaching, learning, and assessment methods.

The organization of midterm assessments and final exams is managed by the School's Dean's Office, which is responsible for providing necessary exam materials, ensuring the transparency of exam rules, and maintaining the confidentiality of exam questions and tickets. The Quality Coordinator monitors the process, ensuring a fair environment for midterm and final assessments. They oversee order, discipline during the exam, and respond to any violations of academic rules. An observer, who may be a lecturer from another course or an assistant professor, also attends the exam to help ensure transparency and order throughout the process. After the assessment, the lecturer categorizes common errors and provides feedback on recurring mistakes to the group without mentioning specific students. Additionally, each student can access individual feedback electronically through the Nexus system, where they can view detailed information about the nature of their own mistakes.

In cluster-based undergraduate programs, various methods are used for assessment, each contributing a specific proportion to the overall evaluation. These methods include, for example, PowerPoint

presentations, participation in discussions/debates, essays, case analysis, and group presentations. The selection of assessment methods is made by the course instructor(s) after consulting with the program director, during which the role of the course outcomes in achieving the program's learning outcomes is also discussed.

The master's educational program ensures transparent procedures for thesis defense and evaluation, based on a collegial review conducted by a committee. The master's thesis is a written scientific research project that students complete at the end of their academic program and defend in an open session before the certification committee. The defense is public, with the date published at least 25 days in advance on the university website and information boards. Stylistic and structural requirements for the thesis are outlined in the master's program regulations.

The student presents an approximately 20-minute report to the committee, which reflects the main objectives, tasks, relevance, hypothesis, a brief summary, and the results obtained from the research. Following the presentation, a discussion occurs with the student regarding the results of the research.

Committee members receive a special evaluation form to document their scores based on the criteria outlined in the syllabi, which the student knows in advance. The Quality Assurance Coordinator compiles the evaluations made by the committee members.

The doctoral program consists of both a coursework component and a research component. The coursework component includes 60 credits, while the research component culminates in the completion of a dissertation.

In the case of a doctoral program, the first year is dedicated to completing the learning component, while research activities commence in the second academic year. Each student develops an individual work plan, which must be created within one month of the approval by their scientific supervisor and is then approved at a session of the dissertation council bureau.

To monitor the implementation of the individual work plan, at the end of each semester, the dissertation council bureau listens to the student's self-assessment report regarding the execution of the plan and the conducted academic-research activities. Additionally, the scientific supervisor presents a report on their work with the student, it means that doctoral education program includes regular formative assessments of the doctoral student's progress conducted by their academic supervisor. Based on both reports, the bureau assesses the student's academic-research performance as either sufficient or insufficient. A student's workload is deemed insufficient if they have not engaged in any academic-research activities during the reporting period or if their coursework components receive negative evaluations.

To be eligible for dissertation defense, several prerequisites must be fulfilled. Among these, one requirement is to publish at least one scientific article in international journals that are indexed in Scimago Journal Ranking and Impact Factor rankings, or in databases such as Elsevier (including Scopus and ScienceDirect), Web of Science, EBSCO, or ERIH Plus.

The defense of a dissertation thesis is a public event. The dissertation defense/evaluation is conducted once at an open session of the certification-expert committee, the composition and approval procedure for which is regulated by the Regulation on University Dissertation Councils and Doctoral Studies as well as the Standards for the Scientific Components of the Doctoral Program.

The certification-expert committee consists of at least five members, one of whom serves as the chair. Among these members, at least two must work within the specific field of study being researched. The evaluation of the dissertation includes the participation of external evaluators. Given the nature of scientific research, at least one external evaluator with a doctoral degree must be included in the committee, corresponding to the relevant field of study. Two members of the certification-expert committee serve as official opponents, whose role is to familiarize themselves with the dissertation in advance, critically analyze it, and engage in a mandatory scientific discussion with the candidate during the committee meeting, expressing their opinions on the work.

The certification-expert committee makes its decision in a closed session through open voting, based on the individual evaluations provided by each member. The decision, along with the minutes of the meeting, is then presented to the dissertation council for consideration and decision-making. If the negative evaluation of the dissertation is due to issues of plagiarism or data falsification, the matter will be reviewed by the dissertation council. This ensures a thorough investigation of the integrity of the research and adherence to academic standards. The council will take appropriate actions based on their findings regarding the allegations.

If a student believes that their knowledge has not been objectively assessed in a specific component of a discipline or during the defense of a qualifying work (such as a master's thesis or dissertation), or if they feel that there was an objective factor leading to a negative evaluation, they can submit a reasoned statement to the dean. The assessment appeal process for students is fair, transparent, and objective. The appeal process may include a review of evaluation results and a decision made by an independent evaluator or evaluators. More specifically, a complaint (statement) must be submitted within 3 days of the publication of the assessment, and the review should take place no later than 10 days after the registration of the statement. The complaint will be reviewed by a temporary committee formed by the dean, consisting of no fewer than three members, including the chairperson. By the dean's decision and/or at the student's request, an external specialist may be invited as a member of the committee (in the case of a

qualification thesis). Evaluation outcomes are analyzed and used to enhance the teaching process. The quality assurance office analyzes students' academic achievements, thereby determining the effectiveness of the assessment system. It ensures that the relevant structural units and staff are individually informed about the assessment results. The results are discussed at the program committee, and activities are planned with the involvement of all stakeholders to address any identified issues.

Information about this process is provided to students upon their arrival at the university during orientation meetings. Additionally, if necessary, lecturers also convey this information to students. Interviews indicate that appeals regarding exam results or the evaluation of qualifying works are very rare occurrences.

During the pandemic, the university implemented electronic/distance learning, using assessment methods that ensured the reliability and validity of student evaluations. These methods included oral questionnaires, checking the involvement of each team member by asking individual questions, discussions/debates, team-based work on case studies, presenting presentations, responding to questions during the subsequent discussion.

In assessing students, the university employs mechanisms related to academic and research ethics, academic integrity, and plagiarism prevention, detection, and response. Administrative measures for addressing plagiarism are outlined in the university's standards for scientific and research activities. These standards also specify the academic style requirements for the completion of works, which are communicated to students in advance, including by their scientific supervisors, and are taken into account during the evaluation of students' work.

The university actively promotes awareness of plagiarism. In the spring of this year, a Plagiarism Awareness Week was held, aimed at raising awareness about academic integrity among students and fostering the development of academic culture.

Evidences/Indicators

- o Educational programs
- o Rules for Conducting an Exam
- o Regulations on Student Status and the Educational Process
- o Regulation on Master's Studies
- o Regulation on University Dissertation Councils and Doctoral Studies
- o Standard for the scientific components of the doctoral program

- o   Standards for Scientific Research Activities
- o   Ethics of Scientific Research
- o   Self-Assessment Report
- o   Interview Results

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business	☑	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Administration (Management) - Level 6				
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐

Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

The university has a Student Registration Center, which aims to ensure the effective implementation of procedures related to student admission/registration, mobility, and student status. To promote academic progress, consultations are planned for each course with the participation of leading lecturers, available in both contact and electronic formats. Additionally, seminars are held on the use of library resources, including electronic databases. Furthermore, twice a semester, the Rector's Hour is allocated, during which the rector meets with students to provide explanations about the specifics of studying at the university, the nature of teaching and assessment methods, and other topics of interest, including issues related to improving academic outcomes. Moreover, once a week, the Dean's Hour is held, where students receive the necessary and relevant information regarding the educational process and activities beyond the curriculum.

The Student and Alumni Support Center, the International Integration Center, and the Research Management Center serve as the advisory function for students. Here, students can obtain information regarding international mobility, employment opportunities, international scientific projects, and conferences.

One of the main priorities of the Student and Alumni Support Center is to organize internships for students and graduates in local and foreign institutions, provide consultations on employment-related issues, assist students in establishing communication with employers, and arrange training sessions on career development topics. The university also regularly hosts employment forums. The university has outlined a list of activities focused on career development, demonstrating that it consistently offers students information on internships and employment opportunities. Additionally, regular meetings with

practitioners are held, along with masterclasses and public lectures aimed at promoting young people's career development and professional growth. The Student and Alumni Support Center also focuses on supporting vulnerable student groups. This support includes implementing academic support initiatives for students with special educational needs and facilitating their integration into the university environment. The university also defines social benefits for various categories of socially vulnerable students. One of the main functions of the International Integration Center is to facilitate the integration of foreign students into the university environment. The center assists in finding housing for foreign students and organizes their welcome and accommodation. In collaboration with the school deans, the center organizes the assignment of local student "Companions" to help foreign students integrate into university life. The center also oversees the development and monitoring of adaptation/integration programs.

The university also has a Sustainable Development Center, which has announced its first competition - the SDGs Awareness Competition. This competition provides young people with the opportunity to showcase their innovative skills and contribute to raising awareness about the United Nations Sustainable Development Goals (SDGs) in Georgia.

Students have the opportunity to participate in local and international projects, employment forums, and other events, including conferences and research activities, and they can benefit from international mobility. They are informed about these opportunities through the university's website, the dean's office, emails, and social media platforms.

Students from the School of Business and Management engage in international mobility, including participation in the Erasmus+ program of the European Union. Over the last five years, 20 students from the School of Business and Management have participated in exchange programs at universities in Europe. The university provides certificates for students that attest to their participation in local and international scientific conferences, training sessions, forums, and scientific congresses. Additionally, every year, outstanding students from the university are funded to travel to Europe as part of an educational tour.

Last year, a student investment fund was established at the university. This initiative allows students to trade on the New York Stock Exchange in real-time, using real accounts. The opportunity to participate in the project is available not only to students but also to high school students and other interested parties.

The university has a student ombudsman, who acts as an independent and impartial individual within the university. The ombudsman's role is to protect the fundamental rights of each student within the university environment.

Evidences/Indicators

- o   Staff Semester Load Scheme
- o   Regulations of the Student and Alumni Support Center
- o   Regulations of the International Integration Center
- o   Regulations on the Student Ombudsman
- o   Regulations of the Student Registration Center
- o   Student Certificates
- o   Information on Activities for Career Development
- o   Information on Support for Socially Vulnerable Students
- o   Website
- o   Self-Assessment Report
- o   Interview Results

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

The system for supervising master's and doctoral students at the university is regulated by the Master's Program Regulations and the Regulations of the University's Dissertation Council and Doctoral Studies.

The scientific supervisor of a master's student must be an individual with a scientific or academic degree, chosen by the student from the academic and invited staff designated by the academic school. The student also has the option to propose another candidate to the dean's office for consideration, depending on the specifics of their qualifying topic. The supervisor conducts regular consultations with students, helping them select a topic, develop a research plan, and compile the bibliography. They also assist students in choosing the appropriate research design and methodology, as well as effectively managing the project. Additionally, the supervisor supports students in engaging in various scholarly activities, such as writing and publishing research papers, participating in local and international scientific events, presenting research findings, and taking part in scientific grant competitions. If a co-supervisor is involved, they also collaborate with the supervisor to support the student in carrying out the scientific research component. Supervisors are also responsible for periodically reviewing the progress of the student's work and offering recommendations and guidance. If the scientific supervisor issues a negative evaluation of the thesis, the student will not be allowed to take the qualifying exam.

The mechanisms for assessing the quality of the work of scientific supervisors and co-supervisors are detailed in the Master's Program Regulations. One of the key mechanisms is the student survey. Anonymous surveys are conducted to determine the level of communication and support provided by the supervisor or co-supervisor. Additionally, the rate of students presenting their theses within the program's specified deadlines indicates the timely and quality execution of activities defined by the program, guided by the supervisor.

The scientific supervisor for a doctoral candidate must be a PhD holder, a professor or associate professor from Grigol Robakidze University, or an emeritus professor. They should possess research experience

related to the doctoral candidate's scientific topic and issues (Public information regarding the research interests and publications of the supervisors has been provided by the university, along with accompanying links). The appointment of the supervisor is confirmed during a session of the university's dissertation council bureau within one month of the start of the studies. Depending on the specifics of the topic, a student may be assigned a second scientific supervisor from another university, which may include one from abroad, in addition to their primary supervisor. Furthermore, one or two consultants from other organizations may also be appointed. These consultants may not necessarily hold academic or scientific degrees but should possess relevant practical experience.

The scientific supervisor closely monitors the doctoral candidate's academic activities and provides consultation on various research issues, including research design and management. They assist the student in formulating the dissertation research project, developing an individual plan, and compiling the bibliography. Regular meetings are held to discuss the progress of the dissertation research. The supervisor also encourages the doctoral candidate's participation in local and international scientific activities, aiding in the preparation of scientific articles and the organizational aspects required for their publication in peer-reviewed journals. At the end of each semester, the supervisor prepares a report summarizing the work done with the student and presents it to the bureau of the dissertation council.

The evaluation of the quality of the activities performed by the supervisor or co-supervisor of doctoral dissertations involves assessing their effectiveness in guiding students. This process is outlined in the university's regulations governing the dissertation council and doctoral programs. Similar to the assessment of master's thesis supervisors, doctoral candidates can evaluate the quality of supervision through anonymous surveys.

In consideration of academic workload, a master's or doctoral thesis supervisor can guide no more than five students simultaneously. The methodology for determining the number of supervisors and the responsibilities of the scientific supervisor for master's/doctoral programs are outlined in the regulations for master's and doctoral studies (Regulation on Master's Studies, Article 7; Regulation on University Dissertation Councils and Doctoral Studies, Article 19).

Data related to the supervision of master's/doctoral students Note: Information is taken from the spring semester of 2023-2024 academic year from the existing master's and doctoral programs and does not relate to the new programs presented for accreditation.	
Number of master's theses	**8**

Number of doctoral theses	3
Number of master's students	17
Number of doctoral students	12
Ratio - master's theses/master's students	8 / 17 = 0,47
Ratio - doctoral theses/doctoral students	3/ 12 = 0,25

Evidences/Indicators

- o Regulation on Master's Studies
- o Regulation on University Dissertation Councils and Doctoral Studies
- o Agreement with the Supervisor of the Master's Student
- o Agreement with the Supervisor of the Doctoral Student
- o Information on Supervisors' Research Interests and Publications
- o Website
- o Self-Assessment Report
- o Interview Results

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:
Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration	☑	☐	☐	☐

(English Language) – Level 8				

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) – Level 8	☑	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes

grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

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

The Business Administration cluster programs at Grigol Robakidze University are delivered by a combination of academic and invited faculty members. The majority of academic members have significant research experience in their respective fields. These individuals hold advanced academic degrees and are recognized researchers, having completed scientific publications within the last five years (monograph, textbooks, a scientific work published in a refereed journal, etc.). They actively engage in various local and international academic forums, conferences and contribute to scholarly publications. The academic staff responsible for delivering the cluster programs at HEI is selected in accordance with the requirements of current Georgian legislation. The process entails the announcement of an open competition for academic positions, through which a professor may be appointed for a specified period of time or for lifetime based on criteria set by the university. A professor elected for life is subject to attestation every five years.

The qualifications of invited staff are demonstrated through their relevant knowledge or practical experience, which are essential for supporting students in achieving the program's learning outcomes. Some invited staff may lack formal scientific qualifications or relevant research experience, however, they have practical expertise in the field.

The semester workload distribution recommendations for affiliated, non-affiliated academic personnel as well as invited staff is delineated at the Human Resources and Personnel Management Policy of the HEI.

The University's Quality Assurance Service, in conjunction with academic and visiting staff, has developed an educational, organizational – methodological and scientific-research workload distribution framework based on the data derived from a staff survey on the time dedicated to the listed activities. The workload scheme is updated every semester. The university recognizes the inherently creative nature of educational and research processes, therefore the educational-scientific workload for academic personnel, including affiliated staff, is not constrained by rigid time parameters. Rather, it delineates a minimum-maximum range that corresponds to the staff's educational and research experience and the university's requirements. The university believes this practice fosters an enhanced degree of academic freedom.

Hours dedicated to student consultation are included in the workload of academic/scientific and invited personnel. The full workload of academic, research, and invited staff, as well as that of affiliated academic personnel and the workload associated with programs in the cluster, facilitates the effective execution of the educational program and ensures the proper fulfillment of the responsibilities assigned to personnel involved in its implementation.

The composition of the ratios of academic to invited faculty members, as well as the ratio of teaching staff to students, is both appropriate and adequate to facilitate the courses and academic activities outlined in the cluster programme. This structure effectively supports the sustainability of the programs. The number of Master's and Doctoral students is aligned with the workload of their supervisors.

The turnover of academic, scientific, and invited staff contributes to the sustainability of the program. The HEI conducts studies and analyses of quantitative indicators related to educational programs, including the turnover rates of academic, scientific, and invited staff, and utilizes the findings to enhance program sustainability.

The profile of all program heads demonstrate an adequate combination of skills and experience in both academic and managerial domains. Their involvement in program development, assessment and implementation as well as student advising is supported by specific references.

The administrative and support staff members overseeing the programs possess commendable qualifications and demonstrate the necessary competencies to provide effective guidance. Qualification of administrative and support staff is consistent with their job description and functions.

During interviews, both management, academic and invited staff exhibited a mature understanding of their roles and responsibilities, articulating clear insights into their respective fields and sharing significant information regarding their scholarly achievements. They didn't express any noncompliance with their workload and working conditions.

Description and Analysis - Programme 1 (Business Administration (Management), Undergraduate)

Business Administration (Management), undergraduate programme has one supervisor, programme head. The head of the business administration (management) program is an affiliated professor at the university with an academic as well as business experience. He is directly involved in the programme evaluation, development and implementation. 65 academic and invited personnel are involved in the implementation of the program, among them academic personnel equals 31, out of them: 11 professors, 13 associate professors, 3 assistant professors and 4 assistants, and 34 invited personnel, 1 of whom is foreign guest staff. The programme has 20 administrative and 109 support personnel. From the presented documentation, it appears that the academic and invites staff involved in the bachelor's program of Business Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personally has the following proportion 31/34.

The academic staff of the programme is actively engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 425. The total number of citations of the program staff is 1403.

The current 4-year Business Administration (Management) program has experienced a 15 percent turnover rate among academic staff over the past five years, with a retention rate of 73 percent. In contrast, guest personnel have a turnover rate of 0 percent and a retention rate of 100 percent. These factors contribute to the sustainability of the new 3-year program.

Programme 1 (Business Administration (Management), Undergraduate)[7]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[8]	Including the staff holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff

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

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

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

Total number of academic staff	31	31	9	27
- Professor	11	11	7	9
- Associate Professor	13	13	2	11
- Assistant-Professor	3	3	-	3
- Assistant	4	4	-	4
Invited Staff	34	34	4	-
Scientific Staff	-	-	-	-
Number of foreign academic/guest staff involved in teaching	1	1	-	-

Description and Analysis - Programme 2 (Business Administration (Marketing), Undergraduate)

Business Administration (Marketing), undergraduate programme has one supervisor, programme head. The head of the business administration (Marketing) program is an affiliated professor at the university with an academic as well as business experience. He is directly involved in the programme evaluation, development and implementation. 64 academic and invited personnel are involved in the implementation of the program, among them academic personnel equal 31, out of them: 11 professors, 13 associate professors, 3 assistant professors and 4 assistants, and 33 invited personnel, 1 of whom is foreign guest staff. The programme has 20 administrative and 109 support personnel. From the presented documentation, it appears that the academic and invites staff involved in the bachelor's program of Business Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personnel has the following proportion 31/33.

The academic staff of the programme is actively engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 425. The total number of citations of the program staff is 1390.

The current 4-year Business Administration (Marketing) program has experienced a 15 percent turnover rate among academic staff over the past five years, with a retention rate of 73 percent. In contrast, guest personnel have a turnover rate of 0 percent and a retention rate of 100 percent. These factors contribute to the sustainability of the new 3-year program.

Programme 2 (Business Administration (Marketing), Undergraduate)[10]				
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	31	31	9	27
- Professor	11	11	7	9
- Associate Professor	13	13	2	11
- Assistant-Professor	3	3	-	3
- Assistant	4	4	-	4
Invited Staff	33	33	4	-
Scientific Staff	-	-	-	-
Number of foreign academic/guest staff involved in teaching	1	1	-	-

Description and Analysis - Programme 3 (Business Administration (Finance), Undergraduate)

Business Administration (Finance), undergraduate programme has one supervisor, programme head. The head of the business administration (Finance) program is an affiliated professor at the university with an academic as well as business experience. He is directly involved in the programme evaluation, development and implementation. 55 academic and invited personnel are involved in the implementation of the program, among them academic personnel equal 28, out of them: 12 professors, 11 associate professors, 2 assistant professors and 3 assistants, and 27 invited personnel, 1 of whom is foreign guest staff. The programme has 20 administrative and 109 support personnel. From the presented documentation review, it appears that the academic and invites staff involved in the bachelor's program of Business

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

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

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

Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personnel has the following proportion 28/27.

The academic staff of the programme is engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 323. The total number of citations of the program staff is 1363.

The current 4-year Business Administration (Finance) program has experienced an 18 percent turnover rate among academic staff over the past five years, with a retention rate of 63 percent. In contrast, guest personnel have a turnover rate of 0 percent and a retention rate of 100 percent. HEI is advised to pay more attention to and ensure retention of academic staff for the programme sustainability.

Programme 3 (Business Administration (Finance), Undergraduate)[13]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[14]	Including the staff holding PhD degree in the sectoral direction[15]	Among them, the affiliated academic staff
Total number of academic staff	28	28	9	25
- Professor	12	12	7	10
- Associate Professor	11	11	2	10
- Assistant-Professor	2	2	-	2
- Assistant	3	3	-	3
Invited Staff	27	27	4	-
Scientific Staff	-	-	-	-

[13] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[14] Staff implementing the relevant components of the main field of study
[15] Staff with relevant doctoral degrees implementing the components of the main field of study

Number of foreign academic/guest staff involved in teaching	1	1	-	-

Description and Analysis - Programme 4 (Business Administration, Master's)

Business Administration, Master's programme has one supervisor, programme head. The head of the business administration, Master's program is an affiliated professor at the university from 2022 with an academic as well as business experience. She is directly involved in the programme evaluation, development and implementation. 26 academic and invited personnel are involved in the implementation of the program, among them academic personnel equals 14, out of them: 9 professors, 4 associate professors, 1 assistant professor, and 12 invited personnel. The programme has 20 administrative and 109 support personnel. From the presented documentation review, it appears that the academic and invited staff involved in the Master's program of Business Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personnel has the following proportion 14/12.

The academic staff of the programme is actively engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 138. The total number of citations of the program staff is 681.

The current Business Administration Master's program has experienced a 0 percent turnover rate among academic staff over the past five years, with a retention rate of 100 percent. In contrast, guest personnel have a turnover rate of 16 percent and a retention rate of 84 percent. These factors contribute to the sustainability of the new Master's program.

Programme 4 (Business Administration, Master's)[16]

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

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[17]	Including the staff holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Total number of academic staff	14	14	9	13
- Professor	9	9	7	8
- Associate Professor	4	4	2	4
- Assistant-Professor	1	1	-	1
- Assistant	-	-	-	-
Invited Staff	12	12	4	-
Scientific Staff	-	-	-	-

Description and Analysis - Programme 5 (Business Administration, Doctoral)

Business Administration, Doctoral programme has one supervisor, programme head. The head of the programme is an affiliated professor at the university with an academic background. She is directly involved in the programme evaluation, development and implementation. 18 academic and invited personnel are involved in the implementation of the program, among them academic staff equal 15, out of them: 11 professors, 4 associate professors and 3 invited personnel, out of which 2 are foreign invited faculty members. The programme has 20 administrative and 109 support personnel. From the presented documentation review, it appears that the academic and invited staff involved in the Doctoral program of Business Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personnel has the following proportion 15/3.

The academic staff of the programme is actively engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 281. The total number of citations of the program staff is 1394.

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

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

The current Business Administration Doctoral program has experienced a 0 percent turnover rate among academic as well as invited staff over the past five years, with a retention rate of 100 percent. These factors contribute to the sustainability of the new Doctoral program.

Programme 5 (Business Administration, Doctoral)[19]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[20]	Including the staff holding PhD degree in the sectoral direction[21]	Among them, the affiliated academic staff
Total number of academic staff	**15**	**15**	**9**	**13**
- Professor	11	11	7	9
- Associate Professor	4	4	2	4
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	3	3	3	-
Scientific Staff	-	-	-	-
Number of foreign academic/guest staff involved in teaching	2	2	1	-

Description and Analysis – Programme 6 (Business Administration (English), Doctoral)

Business Administration (English), Doctoral programme has one supervisor, programme head. The head of the programme is an affiliated professor at the university with an academic background. She is directly involved in the programme evaluation, development and implementation. 16 academic and invited personnel are involved in the implementation of the program, among them academic personnel equal 12

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[19] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[20] Staff implementing the relevant components of the main field of study
[21] Staff with relevant doctoral degrees implementing the components of the main field of study

out of them: 9 professors, 3 associate professors and 4 invited staff, out of which 2 are foreign invited faculty members. The programme has 20 administrative and 109 support personnel. From the presented documentation review, it appears that the academic and invited staff involved in the Doctoral program of Business Administration are qualified to achieve the learning outcomes defined by the program. The ratio of academic staff to invited personnel has the following proportion 12/4.

The academic staff of the programme is actively engaged in scientific research with papers published in local as well as international journals, with reports in local as well as international conferences and other scientific/research indicators. Scientific/research rate of persons involved in the programme (during the last 5 years) equals 286. The total number of citations of the program staff is 1394.

The current Business Administration (English) Doctoral program has experienced a 0 percent turnover rate among academic as well as invited staff over the past five years, with a retention rate of 100 percent. These factors contribute to the sustainability of the new Doctoral program.

Programme 6 (Business Administration (English), Doctoral)[22]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[23]	Including the staff holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Total number of academic staff	12	12	9	10
- Professor	9	9	7	7
- Associate Professor	3	3	2	3
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	4	4	4	-

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[22] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[23] Staff implementing the relevant components of the main field of study
[24] Staff with relevant doctoral degrees implementing the components of the main field of study

Scientific Staff	-	-	-	-
Number of foreign academic/guest staff involved in teaching	2	2	1	-

Evidences

- Self-Evaluation of Educational Programmes Grouped in a Cluster - Business Administration
- Human Resources and Personnel Management Policy
- Workload, Roles, Responsibilities
- Personal Files of Academic and Invited Staff
- Personal Files of the Program Head, Functions, Contracts
- Functions of Administrative Staff, Statutes
- Programme Review Reports
- Methodology for Determining the Number of Academic, Scientific, and Visiting Personnel of the Programme
- Scientific Activity of Academic Staff
- Quantitative Indicators

General recommendations of the cluster: Nil

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s):

.7. It is suggested that the university consider placing much more increased emphasis on strategies to enhance the retention of academic staff, contributing to the sustainability of the programme.

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration	☑	☐	☐	☐

(English Language) – Level 8				

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

Cluster and individual evaluation

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

The university has established clear and transparent qualification criteria for scientific supervisors and co-supervisors, mentors that align with the requirements of master's and doctoral programs of HEI, reflecting the unique aspects of the curriculum and adhering to best international practices based on benchmarking.

Considering the evolving nature of the field, the scientific supervisor for each Master's and Doctoral student possesses up-to-date knowledge, is actively engaged in scientific research, and has published scientific paper that aligns with the overall theme and direction of the students' thesis. Up-to-date CVs of scientific supervisors show their academic and research qualifications. The total number of staff holding a PhD degree in the sectoral direction is 13, including 7 professors, 2 associate professors, and 4 invited lecturers. Number of supervisors of Doctoral thesis holding PhD degree in the sectoral direction is 11, including 6 professors, 1 associate professor and 4 invited lecturers. Number of supervisors of Doctoral theses of the affiliated academic staff is 6 (4 professors and 2 associate professors). Number of supervisors of Master's thesis holding PhD degree in the sectoral direction is 9 (3 professors, 3 associate professors and 3 invited lecturers). Number of supervisors of Master's theses of the affiliated academic staff is 6, including 3 professors and 3 associate professors. Documentation of supervisor workload policies show a balance between supervisory responsibilities and research activities to ensure that supervisors can provide sufficient time and support to their students.

Additionally, the university has created regulatory documentation for the oversight of master's and doctoral students, including the University dissertation board and doctorates provision, standard of scientific research activity as well as Magistracy Regulations.

Description and Analysis - Programme 4 (Master of Business Administration)

The process for selecting a scientific supervisor for Master's students in the Business Administration program is governed by the regulations outlined in the Magistracy Regulations. According to these provisions, the supervisor, who must hold a scientific or academic degree, is chosen by the student from among the academic and guest staff designated by the academic unit. Additionally, the student may propose an alternative candidate from the other university to the dean's office for consideration, based on the specifics of their research topic.

The academic staff involved in the program are actively engaged in scientific research. Over the past five years, faculty members in the Master's program in Business Administration have published 34 articles in local journals and 34 articles in international journals, presented 28 papers at local conferences, and 42 reports at international conferences. They have participated in 20 grant initiatives, published 3 books (manuals), 5 monographs, and one translation, accumulating a total of 681 citations.

Furthermore, the program's academic staff has experience in international research projects. In addition, faculty members have received funding and participated in research supported by the Shota Rustaveli National Science Foundation of Georgia.

The ratio of supervisors to active master's degree students for the spring semester of the 2023-2024 academic year from the existing master's program is 0.47 (8/17), which is in compliance.

Programme 1 (Business Administration, Master's)[25]			
Number of supervisors of Master's theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[26]	Among them, the affiliated academic staff
Number of supervisors of Master's theses	9	5	6
- Professor	3	3	3
- Associate Professor	3	2	3
- Assistant-Professor	–	–	

[25] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[26] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Invited Staff	3	-	_
Scientific Staff	-	-	_

Description and Analysis - Programme 5 (Business Administration, Doctoral)

The process for selecting a scientific supervisor for doctoral students in the Business Administration doctoral program is governed by the University dissertation board and doctorates provision. According to these regulations, the scientific supervisor may be a doctor of science, a professor, or an associate professor from the HEI, or an emeritus faculty member with research experience relevant to the doctoral candidate's research topic. Based on the specific nature of the research topic, the student may also be assigned a second scientific supervisor from another university, as well as one or two consultants from various organizations. While these consultants may not hold formal academic or scientific degrees, they bring valuable practical expertise and experience.

The program's staff is highly qualified, with extensive experience in conducting scientific research and a solid understanding of current trends in the field. Over the past five years, faculty members of the PhD program in Business Administration have published 91 articles in local journals and 66 in international journals, presented 42 papers at local conferences, and 82 at international conferences. They have also participated in 47 grant initiatives and published 7 books (manuals) and 7 monographs, accumulating a total of 1,394 citations. The program's staff is actively involved in international research. The academic staff of the program has successfully secured multiple grants through competitions organized by the Shota Rustaveli National Science Foundation of Georgia.

The programme has two highly-qualified international academic personnel. Among the academic staff is an international expert on sustainable development, whose involvement led to the establishment of the Center for Sustainable Development at the university. This center has submitted several research projects focused on sustainable development in both international and local grant competitions.

Programme 5 (Business Administration, Doctoral)[27]

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

Number of supervisors of Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[28]	Among them, the affiliated academic staff
Number of supervisors of Doctoral theses	**18**	**11**	**6**
- Professor	11	6	4
- Associate Professor	4	1	2
- Assistant-Professor	-	-	-
Invited Staff	3	3	–
Scientific Staff	-	-	–

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

The process for selecting a scientific supervisor for doctoral students in the Business Administration doctoral program is governed by the University dissertation board and doctorates provision. According to these regulations, the scientific supervisor may be a doctor of science, a professor, or an associate professor from the HEI, or an emeritus faculty member with research experience relevant to the doctoral candidate's research topic. Based on the specific nature of the research topic, the student may also be assigned a second scientific supervisor from another university, as well as one or two consultants from various organizations. While these consultants may not hold formal academic or scientific degrees, they bring valuable practical expertise and experience.

The program's staff is highly qualified, with extensive experience in conducting scientific research and a solid understanding of current trends in the field. Over the past five years, faculty members of the PhD program in Business Administration have published 93 articles in local journals and 69 in international journals, presented 42 papers at local conferences, and 82 at international conferences. They have also participated in 47 grant initiatives and published 7 books (manuals) and 7 monographs, accumulating a total of 1,394 citations. The program's staff is actively involved in international research. The academic

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[28] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

staff of the program has successfully secured multiple grants through competitions organized by the Shota Rustaveli National Science Foundation of Georgia.

The programme has two highly-qualified international academic personnel. Among the academic staff is an international expert on sustainable development, whose involvement led to the establishment of the Center for Sustainable Development at the university. This center has submitted several research projects focused on sustainable development in both international and local grant competitions.

Programme 6 (Business Administration, Doctoral, English)[29]			
Number of supervisors of Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[30]	Among them, the affiliated academic staff
Number of supervisors of Doctoral theses	16	11	6
- Professor	9	6	4
- Associate Professor	3	1	2
- Assistant-Professor	-	-	-
Invited Staff	4	4	_
Scientific Staff	-	-	_

Evidences/Indicators

- University Dissertation Board and Doctorates Provision
- Public Information about Supervisors' Research Interests and Publications
- Form of the Contract for Supervisors
- Personal Files of the Program Head, Functions, Contracts
- HEI's Standard of Scientific Research Activity

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[29] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[30] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Personal Files of Academic and Invited Staff
- Self-Evaluation of Educational Programmes Grouped in a Cluster - Business Administration
- Interview Results
- Magistracy Regulations – Appendix 2.22
- Form of the Contract for Supervisors – Appendix 16

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

    Recommendation(s): N/A

    Suggestion(s): N/A

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Cluster and individual evaluation

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

The professional development framework for academic and invited staff members at the HEI is detailed in the Professional Development Policy. The educational and organizational activities are designed to promote the targeted growth of professional competencies and skills, considering staff's personal experiences and abilities. The university identifies three components of professional development: formal education, informal education, and individual development. This framework includes sharing and exchanging experiences through facilitation, mentoring, consultations, international mobility, and internships. Additionally, it encompasses participation in scientific and methodological activities, such as writing scientific articles and monographs, engaging in projects and scientific forums, and preparing textbooks. To establish an effective professional development system, the university defines a competency model for academic and invited staff. This model serves as the foundation for creating targeted development programs and facilitating necessary adjustments. To oversee professional development, the university's quality assurance service includes a dedicated structural unit (center) for professional development, with its coordinator or head appointed by the rector's order.

The Human Resources and Personnel Management Policy serves as a foundational framework for the HEI to attract, retain, and effectively manage qualified personnel. It facilitates the monitoring and evaluation of the educational and research activities of academic staff, thereby contributing to an optimal distribution of personnel functions. The evaluation of academic staff performance occurs at the end of each semester and is based on their contributions to education, organizational methodology, scientific research, and community engagement. The HEI actively utilizes the results of the evaluation of the programme staff and staff satisfaction surveys. This assessment adheres to the procedures and criteria established by the university's Quality Assurance Service.

At the university, a scientific research management center is established as a structural unit to oversee and coordinate scientific research activities. The center is responsible for creating an environment that supports and promotes the university's research efforts. The objectives of the center are to enhance the scientific and creative potential of academic staff while upholding academic freedom. This involves

facilitating both fundamental and applied research aimed at advancing existing knowledge generating new insights and addressing practical challenges. The center also aims to facilitate the exchange of new knowledge between society and international scientific communities. Additionally, it seeks to establish conducive conditions for the development of students' research skills and to train a new generation of researchers. Creating a supportive environment for master's and doctoral studies is another key goal, as well as integrating scientific research into educational programs. The employees of the center include academic ethics expert, scientific work experts, project expert.

Compensation for the scientific workload of academic staff is governed by the university's internal regulations, whereas the salaries of other scientific employees are set through individual agreements. To support specific scientific research projects and creative initiatives, the university has established a development fund. This fund is financed by allocations from the university budget as well as funds raised from various activities and organizations. The leading body of the fund is the committee. The committee is responsible for independently forming scientific research and initiative programs that align with the university's scientific strategy or proposals from relevant units. Project applications are accepted during designated periods and reviewed within one month. University students, employees, and academic staff can submit projects individually or in groups, with independent individuals allowed to join group projects. A quorum for project funding requires one-third of members, and decisions are made by majority vote, with the chair holding the deciding vote in case of a tie. Priority is given to joint interdisciplinary and international projects. Projects are evaluated based on criteria such as relevance, ethical standards, originality, clarity and transparency. Overall, the framework supports a comprehensive approach to fostering scientific and creative endeavors within the academic environment. In 2023, the winning project in the business category was "Development Trends of the Banking Sector of Georgia in the Pandemic and Post-Pandemic Period and Its Impact on the Local Economy," led by the professor from Tbilisi. The grant was awarded by the HEI Scientific Research and Creative Initiative Development Fund.

The quality of scientific research activities is evaluated by the HEI based on two key components: a) The assessment of scientific productivity of academic staff members. Within this framework, individual productivity assessments are also taken into account. b) The evaluation of the overall effectiveness of the scientific research unit's activities. The scientific productivity of affiliated academic staff is assessed in accordance with predetermined criteria and assigned point values as outlined in the Standard of Scientific Research. The university has developed syllabi on "Modern Learning-Teaching Methods," "Productivity of Research," "Professional Development of Human Resources," and conducts them upon request every year. The above was confirmed during the interviews.

If the scientific productivity rate of the staff falls below the minimum threshold, the quality assurance service shares the results with the relevant personnel and research unit, requesting clarification. Based on the analysis of these results, an action plan is developed to address the identified deficiencies. Invited staff and academic personnel are also evaluated by students, with this process taking place after each course, every semester. The results are shared with the faculty to facilitate discussions. The staff selects the form

and topic of their professional development based on the weaknesses identified during the evaluation or self-assessment process. Evaluation results are considered when promoting and using the staff supporting mechanisms by the HEI. In 2023, the HEI summarized its activities in the scientific field and recognized outstanding academic and scientific personnel. Based on the rector's order and the results of student surveys and assessments of academic and scientific productivity, two professors from the School of Business and Management has been recognized as the best researcher and the best lecturer. Interviews with academic and invited personnel, as well as students, have confirmed this practice at the university. The university has a solid foundation to implement a 360-degree evaluation system that will be linked to transparent staff remuneration and incentive scheme. It is advisable to finalize this system as planned by the university. To foster the scientific and research activities of academic staff, it is desirable to introduce the option for affiliated academic personnel to receive paid "academic leave." This would be regulated by the university's existing policy on the affiliation and workload of academic staff.

According to a survey of academic and invited personnel conducted by the HEI in 2023, the vast majority of respondents consistently feel supported by the university administration in their research and academic activities, with a total affirmation rate of 91.12%. A positive trend has emerged: the university allocates internal grants for conducting research, with an impressive 97.05% of respondents recognizing this support. Additionally, 91.72% of respondents indicate that the university facilitates staff involvement in educational and scientific research projects, and the same percentage reflects that the administration consistently shares information about scientific events, grants, and research initiatives planned with the university's participation. The vast majority agree that GUNI supports their participation in international educational programs (92.31%), the development and implementation of international scientific research projects (91.72%), and the process of international mobility (92.90%). Furthermore, 95.26% of respondents believe that the university protects their academic freedom. Interviews with academic and invited personnel as well as documentation confirmed the HEI is committed to fostering the professional development of its staff.

The HEI has established educational collaboration agreements with Harvard University, the University of Texas, Istanbul University, European Scientific Institute, Michigan State University, Maria Curie-Sklodowska universities, University of Porto (Portugal) and others. Additionally, it has formed partnership agreements with the World Economic Forum, the U.S. Government Exchange Program, and more. In 2023 as part of the Mobility+2 program of the Erasmus+ project, the dean of the School of Business and Management and the deputy dean were at the University of Porto (Portugal). 2024 Associate Professor of Grigol Robakidze University, participated in the international marketing conference held in Venice and etc.

In the university report on the evaluation of academic and research activities of the academic staff, it was noted that during the reporting period (2022-2023), staff productivity was satisfactory, as evidenced by the results obtained. However, several areas for improvement were identified, including fostering collaboration with partner universities through the organization of joint forums and conferences, as well

as targeted training sessions. Additionally, there is a need to increase grant programs that support scientific and research activities. In line with the significant progress made in the field of internationalization, the HEI is advised to strengthen the process of internationalization and support the development of networks between Georgian academic staff and European researchers.

Evidences/Indicators

- o Standard of Scientific Research Activity
- o Staff Development Policies
- o Research Output Tracking Document
- o University Dissertation Board and Doctorates Provision
- o Magistracy Regulations
- o Academic and Invited Personnel Survey Results
- o The Human Resources and Personnel Management Policy
- o QA plans, reports
- o Memorandum – documentation confirming international and local cooperation
- o Self-assessment report
- o Personal files of academic and invited staff
- o Interview results

General recommendations of the cluster: N/A

General suggestions of the cluster:

6. It is suggested that the university explore some possibility of introducing an option for affiliated academic personnel to receive paid "academic leave." This could align with and be regulated under the university's existing policies on the affiliation and workload of academic staff, fostering scientific and research activities.

7. It is advisable to finalize a comprehensive 360-degree evaluation system that will be linked to transparent staff remuneration and incentive scheme.

8. In line with the significant progress made in the field of internationalization, the HEI is advised to strengthen the process of internationalization and support the development of network between Georgian academic staff and European researchers.

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐

Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

4.4. Material Resources

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

Cluster and individual evaluation

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

The higher education institution is equipped with adequate infrastructure, including technologically advanced auditoriums, a computer lab, and other facilities designed to support the objectives and learning outcomes of the Business Administration programs organized within a cluster. The library is well-resourced, containing essential literature and supplementary study materials as specified in the program syllabi. The institution's commitment to providing appropriate resources is evident and should be sustained.

Additionally, the university offers the Nexus electronic portal, facilitating effective information management for students. The university's website hosts a range of essential contact information as well as comprehensive resources about the institution's structure, academic programs, faculty, and services like the electronic library catalog. This information is regularly updated to ensure it remains current and accessible for all users.

The library service provides access to international databases and literature from the national library, ensuring that both students and academic staff can utilize a comprehensive range of resources for research and educational purposes. The higher education institution offers the following databases: Academic Search Elite, Business Source Elite, MasterFILE ELITE, EBSCO, GreenFILE, ERIC (The Education Resource Information Center), Regional Business News, Elsevier, Scopus, ScienceDirect, etc. The HEI provided waibills and contracts confirming the purchase of access to international databases. The database usage reports from the institution reveal a consistent year-over-year increase in utilization, highlighting a positive trend. It is essential to sustain this progress moving forward.

Students, academic staff, and invited faculty members have the ability to access the databases not only from the higher education institution's library and university facilities but also remotely from home, using individual passwords issued by the library administrative staff. Furthermore, the library offers informative training sessions for students and academic personnel every semester or upon individual request. Students are informed about the availability of resources.

The university's material resources, including computers and internet access, are available to both students and academic staff. The university operates a computer lab for student use. This lab has 184 personal computers. As of October 10, the total number of students is 2,924. The ratio of students to computer technology is as follows: 2924 / 184 = 15.89. This means that there is approximately 1 computer for every 15.89 students. Additionally, there is a designated "Professor's Office" equipped with internet, where faculty members can prepare educational materials, communicate with students, and engage in academic activities at any time. Faculty also use the Nexus electronic portal to post study materials, conduct consultations, and facilitate discussions on various topics throughout the academic year.

During the pandemic, as the university adopted electronic/remote learning, teaching, and assessment methods, support was provided to program staff and students with essential resources. This included supplying computers to students who were unable to obtain them on their own, ensuring that all participants could access necessary online learning tools and resources.

At the beginning of the academic year, the university administration informs first-year students about all available opportunities during orientation meetings. This ensures that students understand how to utilize existing resources and are aware of the rules for their use. This proactive communication facilitates a smoother transition into university life by ensuring students know where to find support and guidance as they embark on their academic journey.

The HEI operates the GRUNI Trading Lab, which is equipped with the appropriate software that enables students to trade live on the New York Stock Exchange. The institution's administration specifies that the profits generated by the lab will be allocated for charitable purposes.

The existing workspaces are adequate; however, students have expressed a desire for dining facilities at the university. Therefore, the panel suggests that the university consider establishing its own dining facility, allowing students to have meals without leaving the campus.

It is worth noting that the university does not have an examination center. An examination center plays a vital role in maintaining academic standards, ensuring proper testing conditions, and supporting the logistical and administrative needs of the university's assessment processes. Centralized exams would streamline scheduling, improve consistency, and enhance exam integrity across programmes. Therefore, it is suggested that the university establish an examination center in the future.

Evidences/Indicators

- Proof of ownership of library resources – appendix 20

- Visit of the HEI facilities
- Student survey results
- Interview with academic and invited staff
- Interview with students
- Academic and Invited Personnel Survey Results
- www.gruni.edu.ge

General recommendations of the cluster: N/A

General suggestions of the cluster:

9. It is suggested to establish a centralized exam center to standardize examinations and improve logistical management.

10. The existing workspaces are adequate; however, students have expressed an interest in having dining facilities at the university. The panel suggests that the university explore the possibility of establishing a dining facility on campus to enhance convenience for students who prefer to have meals without leaving the campus.

Recommendations and Suggestions according to the programmes:
Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 4 - Master of Business Administration (MBA) - Level 7
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 5 - Doctor of Business Administration (Georgian) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

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

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

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

According to the HEI Finance Management and Control policy the head of university administration is responsible for the effective functioning of the financial management and control system, implementing a reporting-based management policy. The accountability structure defined by the head of administration ensures a proper distribution of relevant powers and responsibilities within the university. As a result, the heads of the university's structural units are accountable to the head of administration for the effective operation of the financial management and control system, in accordance with the requirements outlined in this regulation.

The budgets of the Business Administration Cluster programs primarily rely on tuition fees, with no income generated from the university's scientific research activities. It is suggested that HEI should encourage diversified income streams for the programmes beyond just tuition fees, including grants, establishing partnerships with industry for research funding, or/and enhancing alumni donations to ensure financial sustainability.

The main expense categories for the program budgets include reimbursement for the teaching and research workload of academic and invited staff. In the School of Business Management, this accounts for 60.69% of the total income. Specifically, in the Business Administration (Finance) program, reimbursement for the teaching and research workload of academic and invited staff constitutes 72%, while in the Bachelor of Business Administration in Management, it is 55%. For the Doctor of Business Administration (Georgian) program, this figure is 69%, and for the Doctor of Business Administration (English), it is also 69%. In the Bachelor of Business Administration in Marketing, this expense accounts for 55%.

In all programs, apart of staff reimbursement, the main budget items include international mobility, the development of the library fund to support the programs, enhancement of teaching and technical resources, student social support, provision of scholarships and incentives, sports, cultural, tourism, and entertainment events, professional development of personnel, support for scientific research activities, and the university reserve fund, etc.

In the Business Administration (Finance) program, the budget for international mobility is set at 500 GEL, while professional development for personnel is allocated 1,000 GEL. Additionally, support for scientific research activities (including monographs, articles, scientific missions, etc.) is 1,500 GEL. It is recommended that budget allocations for international mobility, support for scientific research activities,

and professional development in the Business Administration (Finance) program be increased to enhance student experience and faculty capability. It is important to note that during the interview with management, it was mentioned that additional support from the university has been allocated from the HEI budget, separate from the program budgets, for a scientific research and initiative fund totaling 260,000.00 GEL for the years 2024-2025.

In total, allocation of financial resources for the programme from the budget is financially feasible and ensures the sustainability of the programmes under the cluster. For further development of financial management and control process It is advised to consider monitoring key performance indicators (KPIs) that reflect the financial health of the programs, such as cost per student, revenue growth rates, surplus/deficit figures, etc.

Evidences/Indicators

- The HEI Finance Management and Control Policy
- HEI budget;
- Budget of the educational programmes cluster
- Interview results.

General recommendations of the cluster: N/A

General suggestions of the cluster:

11. It is suggested that the HEI should further encourage the diversification of income streams for the Business Administration Cluster programs. This could include exploring further opportunities such as grants, partnerships with industry for research funding, and enhancing alumni donations.

12. It is suggested to establish a robust program evaluation framework that assesses both financial and educational outcomes, allowing for data-driven adjustments to budgets and resource allocation.

13. It is advised to consider monitoring key performance indicators (KPIs) that reflect the financial health of the programs, such as cost per student, revenue growth rates, or surplus/deficit figures.

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
  Recommendation(s): N/A
  Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
  Recommendation(s): N/A
  Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6

Recommendation(s): N/A

Suggestion(s):

14. It is suggested to increase the budget allocations for international mobility and professional development in the Business Administration (Finance) program in order to enhance student experience and faculty capability.

Programme 4 - Master of Business Administration (MBA) - Level 7

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐

Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation
Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component
Grigol Robakidze University has established clear mechanisms for evaluating the learning outcomes of its educational programs. These mechanisms are designed to assess whether the programs' objectives are being met and whether students are achieving the expected outcomes. The evaluation cycle is well-defined, comprising several key stages: defining the outcomes, collecting relevant data, analyzing the results, and using this information to inform curriculum updates and teaching practices. It was clear from site visit that the programme staff collaborates closely with the internal quality assurance service(s) available at the higher education institution when planning the process of program quality assurance through participating in discussion and their feedback were valued and taken. This collaboration includes creating assessment instruments, analyzing assessment results, and ensuring alignment with institutional standards and expectations. Additionally, the internal quality assurance office works closely with program staff on an ongoing basis to address and eliminate weaknesses identified during the elaboration of the self-evaluation report, ensuring continuous improvement and alignment with quality standards. Each program's learning outcomes are regularly assessed through formalized procedures, including internal reviews by the academic staff, feedback from students, and external evaluations by employers and alumni. These mechanisms ensure that the learning outcomes are aligned with the labor market's needs, as demonstrated by the frequent consultations and surveys conducted with industry professionals. In addition, the university has an established system for benchmarking its programs against national and international standards, ensuring consistency and competitiveness.

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The engagement of external stakeholders—such as employers, alumni, and professional associations—is a fundamental part of Grigol Robakidze University's internal quality evaluation. This involvement ensures that the learning outcomes remain relevant to both academic and professional requirements. The university organizes regular focus group discussions with employers and industry representatives to collect feedback on the skills and competencies graduates need in the current labor market. These consultations help refine the learning outcomes and ensure that the programs are continuously updated to reflect real-world demands. Moreover, alumni feedback is gathered to track how well the programs have prepared them for their professional careers. Employers and alumni also participate in formal committees that contribute to the development and revision of the curriculum. This inclusive approach allows the university to maintain a close alignment between educational outcomes and labor market expectations.

Grigol Robakidze University employs a diverse set of evaluation forms and methods to assess whether students are achieving the intended learning outcomes. These methods include both direct (e.g., exams, assignments, and projects) and indirect (e.g., surveys, interviews, and feedback from employers) forms of evaluation. This comprehensive approach ensures that the university can assess student performance from multiple perspectives, providing a more complete understanding of how well the learning outcomes are being met. For example, in the Business Administration cluster, students are assessed through case studies, presentations, and simulations that reflect real-world business scenarios. These assessments are designed to measure both theoretical knowledge and practical skills, ensuring that students are prepared for professional challenges upon graduation. The results of these assessments are used to inform future teaching practices and curriculum development, contributing to the continuous improvement of the programs.

The university places a strong emphasis on supporting its academic and visiting staff in developing the necessary skills for measuring and analyzing learning outcomes. Regular training sessions and workshops are provided to faculty members, helping them stay up to date with the latest evaluation methods and best practices in teaching and assessment. This professional development ensures that staff members are fully equipped to conduct rigorous evaluations of student performance and contribute to the continuous improvement of the programs. Moreover, the university's internal quality assurance service provides ongoing assistance to academic staff, offering guidance on how to effectively implement and monitor the evaluation of learning outcomes. This support helps ensure that the evaluation process is carried out consistently and accurately across all programs.

The results of the learning outcomes evaluations are transparent and accessible to all stakeholders. The university ensures that students, faculty members, employers, and alumni are fully informed about the evaluation process and its results. The findings from these evaluations are shared through reports, presentations, and meetings, fostering a collaborative environment where all stakeholders can contribute

to the ongoing development of the programs. For instance, the results of employer and alumni surveys are regularly presented to program committees, allowing them to make informed decisions about curriculum updates and teaching methods. Students also receive detailed feedback on their performance, helping them understand their strengths and areas for improvement.

While Grigol Robakidze University has established robust mechanisms for evaluating learning outcomes, there are areas where further clarification or additional information would enhance the transparency and effectiveness of the process. For example, the documentation does not provide detailed information on how specific benchmarks for each learning outcome are set and how they are compared against actual student performance. More explicit guidelines on how these benchmarks are established and monitored would help ensure that the evaluation process remains consistent and objective. Additionally, while the university's internal quality assurance mechanisms are comprehensive, it would be beneficial to have more detailed documentation on how external evaluations (e.g., from accreditation bodies or international academic organizations) are incorporated into the internal evaluation cycle. This information would provide further assurance that the university's programs are meeting not only national but also international standards.

The self-evaluation process at Grigol Robakidze University for its educational programs grouped in a cluster has been thoroughly reviewed through documentation and verified during site visits. The process is highly inclusive, engaging a wide range of stakeholders such as academic and invited staff, students, alumni, employers, and administrative personnel. Evidence confirms that this collaborative approach ensures a comprehensive assessment of program strengths, areas for improvement, and alignment with both academic and labor market standards. Faculty and administrative staff play a significant role in gathering and analyzing data, while students and alumni contribute valuable insights into the learning experience and post-graduation outcomes. Employers provide critical feedback to ensure program objectives remain relevant to industry needs. The findings from site visits substantiate that this inclusive process fosters a collective commitment to program quality and continuous improvement among all stakeholders.

Grigol Robakidze University has implemented a well-structured and comprehensive internal quality evaluation system for its Business Administration programs. The evaluation mechanisms are designed to ensure that the learning outcomes are aligned with both academic goals and labor market demands. The involvement of stakeholders, regular periodic reviews, and the use of diverse evaluation methods contribute to the continuous improvement of the programs. However, there are areas where further clarity could enhance the transparency of the evaluation process, particularly regarding the establishment and monitoring of specific benchmarks for learning outcomes.

Evidences/Indicators

- Quality Assurance Policy
- Educational programme standards
- Internal quality studies and feedback response
- Evaluation plan with target indicators
- Self-Evaluation Report
- Site visit interviews

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General recommendations of the cluster: N/A

General suggestions of the cluster:

14. It is suggested that the university enhance its internal quality assurance mechanisms by providing more detailed documentation on how external evaluations, such as those from accreditation bodies or international academic organizations, are integrated into the internal evaluation cycle.

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Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8
    Recommendation(s): N/A

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Suggestion(s): N/A

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

Grigol Robakidze University demonstrates a strong commitment to external quality assurance mechanisms as part of its continuous improvement process. The university utilizes feedback and recommendations obtained from external evaluations, national accreditation processes, and peer reviews to enhance the quality and relevance of its educational programs. This review focuses on how the university complies with the criteria of Sub-Standard 5.2, emphasizing the integration of external feedback into program improvement, the use of developmental peer review, and the adaptation of programs based on accreditation recommendations.

The university consistently incorporates the findings of external quality assurance into its program development processes. Regular external evaluations are conducted to assess the effectiveness and relevance of educational programs. These evaluations include both national accreditation reviews and input from international peer reviewers, which ensures that the programs maintain high standards and remain competitive in both local and global contexts. For example, in the School of Business and Management, external reviews are frequently conducted by international experts, such as Professor Nuno Moutinho from the University of Braganza in Portugal, who reviewed the programs in the cluster. These evaluations provide valuable insights into the alignment of program outcomes with market needs and international standards. Professor Moutinho and other experts positively evaluated the connection between the learning outcomes and the development of competitive specialists in the labor market(SER) (SER).

The external quality assurance process identified several areas for improvement, particularly in relation to modern technologies and artificial intelligence in business. Based on these recommendations, the university strengthened its curriculum by adding training courses focused on modern technologies and expanding its offerings related to artificial intelligence. This proactive approach highlights the university's responsiveness to external feedback, demonstrating that the results of external evaluations are not only acknowledged but actively used to improve the programs.

Grigol Robakidze University also places significant emphasis on utilizing the recommendations obtained during national and international accreditation and authorization processes. During the accreditation of the cluster programs, for instance, external stakeholders—including employers, alumni, and academic staff—were involved in reviewing the program's compliance with educational standards. The self-assessment report of the Business and Management programs thoroughly documents these processes, showcasing how external recommendations are incorporated into program improvements

The university ensures that all accreditation recommendations are discussed at the program committee level, where academic staff and external stakeholders review the findings and propose changes to the curriculum. For example, during the cluster accreditation process, external experts recommended that the university strengthen its offerings related to the international market. In response, the program committee introduced new courses and modules that focus on international business practices, thus aligning the program more closely with global trends. Moreover, the feedback gathered during the accreditation process is systematically incorporated into the program monitoring cycle, where the results are reviewed annually. If no progress is observed based on the external feedback, the program committee initiates further revisions to address the shortcomings. This ensures that the university's programs continuously evolve to meet both national educational standards and global market demands.

To further enhance its programs, the university actively engages in developmental peer reviews, inviting local and international experts to participate in the evaluation of its educational offerings. This process provides additional layers of feedback, enabling the university to benchmark its programs against those of leading institutions. Peer review is particularly valuable in identifying areas where the programs may fall short in comparison to international standards, providing opportunities for targeted improvements. For instance, the School of Business and Management regularly invites experts from foreign institutions to review its programs, ensuring that the curriculum reflects the latest developments in the field. During the external peer review of the cluster programs, a professor from a European University and an employer from a construction company participated in the evaluation, providing valuable insights from both an academic and an industry perspective(SER). The peer review process identified the need for further integration of modern business technologies into the curriculum, which the university subsequently addressed by adding specialized courses in digital marketing and artificial intelligence applications in business. This collaborative peer review process helps the university stay competitive, ensuring that its graduates possess the skills and knowledge necessary to succeed in the international labor market. Additionally, the feedback from foreign experts allows the university to continuously enhance its research environment and academic infrastructure, ensuring that it remains a leading institution in the region.

The university's ability to adapt its programs based on external feedback is one of its key strengths. The Quality Assurance Service at the university plays a crucial role in this process, coordinating the collection

of external feedback and ensuring that the results are disseminated to all relevant stakeholders. For example, when external evaluators recommended the incorporation of artificial intelligence and modern technology courses, the university quickly responded by updating the Bachelor's and Master's programs in Business Administration to include these elements.The program committees, together with the academic and visiting staff, are responsible for implementing these changes, ensuring that all recommendations are reflected in the next cycle of program evaluations. The university also monitors the effectiveness of these updates through a three-year learning outcome monitoring cycle, which ensures that the programs remain aligned with both internal goals and external recommendations(SER).

Grigol Robakidze University demonstrates a high level of compliance with the requirements for external quality assurance. By regularly incorporating feedback from external evaluators, accreditation bodies, and peer reviews, the university ensures that its programs remain competitive and responsive to the needs of both national and international markets. The systematic use of external recommendations in curriculum development, coupled with the active engagement of external stakeholders in the review process, highlights the university's commitment to continuous improvement and academic excellence. Furthermore, the university's ability to swiftly adapt to external feedback—whether through the introduction of new courses or the enhancement of existing ones—underscores its proactive approach to maintaining the quality and relevance of its educational offerings(SER.

Evidences/Indicators

- External evaluator conclusions
- Documentation of peer review findings and actions taken for programme improvements
- Self-Evaluation Report
- Site visit interviews

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:
Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A
Programme 3 - Bachelor of Business Administration (Finance) - Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

GRUNI employs a participatory approach to programme monitoring and evaluation, ensuring that academic, scientific, invited, administrative, and supporting staff, as well as students, graduates, employers, and other stakeholders, are actively involved. The Quality Assurance Coordinator oversees this process, working closely with programme staff to determine the periodicity of evaluations and the selection of appropriate methods and techniques for data collection. During the site visit, it was observed that the university collects information through various tools, such as student satisfaction surveys, lecturer evaluations, surveys of graduates and employers, and peer reviews of teaching. This extensive stakeholder involvement ensures that the university collects diverse perspectives on programme effectiveness and areas for improvement. Stakeholders such as employers and graduates participate in joint sessions with the programme committee to review the monitoring reports, which are then used to inform decision-making and programme updates .

GRUNI's programme modification process is data-driven and heavily influenced by the results of systematic evaluations. The internal monitoring plan identifies target benchmarks and schedules for regular evaluations. These evaluations allow the university to assess student performance and learning outcomes and make necessary adjustments to the programme. For example, in the Business Administration programmes, learning outcomes are assessed over a three-year cycle for bachelor's and doctoral programmes and two years for master's programmes. If specific learning outcomes or performance indicators show deviations of more than 10% from the target benchmarks for two consecutive semesters, the programme committee is required to initiate changes. This process ensures that the programmes remain aligned with both internal goals and external market demands .

The site visit confirmed that these modifications are implemented systematically. Based on the analysis of the monitoring data, the university has refreshed several training courses, introduced new modules, and adjusted the credits of certain courses to better align with industry trends and the needs of the Georgian and international labor markets. These actions demonstrate the university's commitment to using assessment results to modernize and improve its programmes .

An essential component of GRUNI's periodic review process is the evaluation of academic and invited staff. The university employs a peer observation system, where teaching is evaluated using a pre-determined classroom observation template. These evaluations are conducted by peers from the same programme, different programmes within the university, or by external peers from other higher education institutions (HEIs). The Quality Assurance Service coordinates this classroom observation process, ensuring that feedback is provided to academic staff. Based on the site visit, it was observed that the feedback from these evaluations is utilized in a constructive manner, with staff receiving recommendations for improving their teaching practices. These evaluations are supplemented by student feedback, collected at the end of each course through questionnaires and other assessment tools .

Additionally, master's and doctoral students participate in the evaluation of their scientific supervision and the overall implementation of the research component of their programmes. This ensures that the academic supervision and support provided to graduate students meet the university's high standards for research and academic rigor . GRUNI actively compares its programmes with similar programmes at foreign universities to ensure that they meet modern international standards. This benchmarking process involves collaborations with Georgian and international institutions to compare learning outcomes, teaching methods, and programme structures. For instance, the Business Administration programmes are benchmarked against similar programmes in management, marketing, and finance offered at leading institutions. As noted in the SER, the programme committee reviews these comparisons annually and makes recommendations to adjust the curriculum to ensure competitiveness on an international level . During the site visit, it was evident that the university is also planning to introduce block lectures taught by foreign professors, further enhancing the global relevance of its programmes .

The university uses a set of complex indicators to evaluate the efficiency of its programmes. These include academic performance data, student surveys, graduate satisfaction surveys, and feedback from employers. The monitoring system is designed to provide a comprehensive picture of programme performance, with regular analysis carried out to ensure that the programmes are meeting their intended outcomes. The results of the monitoring cycle are reviewed by the programme committee, which makes decisions regarding potential changes to the programme structure, curriculum, or teaching methods. For example, in the Business Administration cluster, the introduction of new training courses and the adjustment of credits in certain courses were directly informed by the results of the monitoring process. The university also uses a Gaussian distribution model to measure deviations from target marks and make adjustments as necessary .

Evidences/Indicators

- Involvement reports of stakeholders in monitoring and periodic review processes (academic, scientific, and industry stakeholders)
- Analysis reports
- Documented changes based on monitoring and evaluation findings
- Site visit interviews

general recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1 - Bachelor of Business Administration (Management) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 2 - Bachelor of Business Administration (Marketing) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 3 - Bachelor of Business Administration (Finance) - Level 6
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 4 - Master of Business Administration (MBA) - Level 7
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 5 - Doctor of Business Administration (Georgian) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Programme 6 - Doctor of Business Administration (English Language) - Level 8
    Recommendation(s): N/A
    Suggestion(s): N/A

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Bachelor of Business Administration (Management) - Level 6	☑	☐	☐	☐
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	☑	☐	☐	☐
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	☑	☐	☐	☐
Programme 4 - Master of Business Administration (MBA) - Level 7	☑	☐	☐	☐
Programme 5 - Doctor of Business Administration (Georgian) - Level 8	☑	☐	☐	☐
Programme 6 - Doctor of Business Administration (English Language) - Level 8	☑	☐	☐	☐

Compliance of the programmes with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 - Bachelor of Business Administration (Management) - Level 6	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 - Bachelor of Business Administration (Marketing) - Level 6	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 - Bachelor of Business Administration (Finance) - Level 6	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 - Master of Business Administration (MBA) - Level 7	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 5 - Doctor of Business	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Administration (Georgian) - Level 8					
Programme 6 - Doctor of Business Administration (English Language) - Level 8	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

ANU ANNA JOSSAN

Of the member(s) of the Accreditation Experts Panel

EKA GEGESHIDZE`

EKATERINE   NATSVLISHVILI,

NINO DGVEPADZE. _____

NATIA GEGELASHVILI