



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's educational programme "Logistics"
Master's educational programme "Transport Logistics"

LLC - Batumi Navigation Teaching University

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC - Batumi Navigation Teaching University
Identification Code of Institution	245433623
Type of the Institution	Teaching University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Logistics	Transport Logistics
Level of higher education	Bachelor's programme	Master's programme
Qualification to be awarded	6	7
Name and code of the detailed field	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 education¹		
Language of instruction	Georgian	Georgian
Number of ECTS credits	180	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	Accredited 16 .01. 2019 №10

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes²**

As part of the Program I evaluation of LLC - Batumi Navigation Teaching University an expert panel checked the delivered documents like BNTU's self-evaluation report, Educational Programmes, Policies, Rules, and further documents that give information to assess whether the programs align with the accreditation standards.

The basis for the developing and modifying of programmes was the changes in the legislation of Georgia, the results of the annual monitoring of the programme implementation, the results of the survey of the opinion of the interested parties (programme students, implementers, graduates, potential employers and field experts), their recommendations, etc.

“Logistics” (Bachelor’s programme)

The goal of the programme is to prepare a graduate with competence corresponding to the requirements of the local and international labor market, who will know stages of business planning, factors affecting the business environment, principles of rationalization and optimization of logistics and transport services, theoretical and practical aspects of management activities, concepts of organization and management of logistics processes, methods and methodology, supply chain of goods (services) as technical-technological and business - economic unified integrated mechanism and features of its use for the process of delivery of goods from the origin and production of raw materials to the consumer. The graduates shall be able to use the acquired theoretical knowledge, to analyze current information and field research results in practice; to assess the risks of logistics processes and operations; to form a reasoned conclusion and present it orally and in writing; to make optimal decisions; to plan and perform works and take responsibility for the work done, taking into account the legal norms and the specifics of the obligations to be fulfilled and to assess and further develop already acquired competences.

Transport Logistics (Master’s programme)

The objective of the programme is to prepare qualified personnel in the field of transport logistics who will be able to research transportation market; to analyze complex and incomplete/conflicting information, to form the logistics strategy of the company based on independent research; to manage logistics processes and business processes, including in the direction of human resources of the organization; to develop an effective strategy in the field of transport logistics; to optimize and manage transportation processes, to make, implement and present valid decisions to specialists and non-specialists and to development and independent improvement of professional competences by themselves.

- **Overview of the Accreditation Site Visit**

Following this study, a 2-day visit, with interview sessions, and a facility tour to BNTU, was carried out. An expert panel of 5 persons, one as an international expert checked especially the Accreditation Standards for Higher Education Programmes.

On the last day of the visit, there was a final outlining of the main parts of the draft agenda together with local panel members.

The site visit was well organized as well as EQE and also by the BNTU. So, all Interviews and tours brought good insides, the interview partners were well selected and prepared. There was an open and constructive atmosphere.

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

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

The programs correspond to Georgia's and European higher education goals and define their role and place within higher education areas and society, both locally and internationally.

The organizational structure and management of the programs are effective in the use of management and quality assurance mechanisms.

Programme 1 (Logistics BA):

- Standard 1: Complies with requirements
- Standard 2: Substantially complies with requirements
- Standard 3: Complies with requirements
- Standard 4: Complies with requirements
- Standard 5: Complies with requirements

Programme 2 (Transport Logistics MA):

- Standard 1: Substantially complies with requirements
- Standard 2: Substantially complies with requirements
- Standard 3: Complies with requirements
- Standard 4: Complies with requirements
- Standard 5: Complies with requirements

- **Recommendations**

- **General recommendations of the cluster:**

1. It is recommended, that academic and visiting staff in the cluster's programs have a firm grasp of assessment methods for learning outcomes, and BNTU should offer them support in measuring and analyzing these outcomes. 1.3
2. It is recommended that the University makes sure that students are aware of the terms and requirements of Academic Honesty regulations in the anti-plagiarism system. 2.2
3. It is recommended that the university ensure that students receive regular feedback on learning outcomes and improvement areas. 2.4
4. It is recommended that the university regularly checks that students have a clear understanding of the requirements of academic and research ethics, academic integrity, plagiarism prevention, and academic writing style. 2.4
5. It is recommended that BNSU consistently monitor the reliability and validity of assessments, especially for distance learning courses. 2.4
6. It is recommended that the BNTU should have clear and specific procedures, as well as supporting evidence, for the establishment of the self-evaluation team, including their composition, activities, and authorities. 5.1
7. It is recommended that the PDCA cycle function effectively in practice, requiring the active participation and involvement of all quality assurance office members. 5.1
8. It is recommended that BNTU ensures the practical implementation of truly effective internal quality assurance mechanisms for monitoring the distance learning process. 5.1

- **Recommendations for Programme 1 (Logistics BA).**

N/A

- **Recommendations for Programme 2 (Transport Logistics MA):**

1. It is recommended that the title of the MA education program, "transport logistics," be changed to simply "logistics." 1.4

2. It is recommended that the Transport Logistics program include a course on Risk Management and Insurance. 1.4
3. It is recommended that the Transport Logistics program include a course on Managerial Accounting. 1.4
4. It is recommended that the University ensure the level of English is B2 during the enrolment process, as the program considers employment possibilities widely linked to international business and English communication skills are significant for the graduates. 2.1
5. It is recommended that the University provide appropriate information concerning Master program exams with the exam topics on the website, to ensure transparent, fair, public, and accessible admission preconditions. 2.1
6. It is recommended that the level of scientific/research skills among students be increased to increase awareness of research methodology and ensure that students are aware of these methods. 2.2
7. It is recommended that BNSU revise the evaluation criteria for the master's thesis to ensure a more logical assessment of the written and oral components, as the current 98/2 division is unexplained. 2.4
8. It is recommended that the university ensure regular consultations of the supervisor of the master's thesis with the master's students. About research design, research methodology, integration process in local and international networks. 3.2

- **Suggestions for the Programme Development**

General Suggestions of the cluster:

1. It's suggested, to ensure that all staff is familiar with the program objectives 1.1
2. It's suggested to increase the participation of students and graduates in the process of evaluation of the learning outcomes 1.2
3. It's suggested to approve the learning outcome of the English language should be approved and to cover the weaknesses of individual students. 1.2
4. It's suggested to prove, if the request for offering further languages can be implemented. 1.2
5. It is suggested that the target indicators of learning outcomes be revised to make them more relevant and practically measurable. 1.3
6. It is suggested that the BNTU ensures its academic staff have scientific profiles on various platforms, such as Google Scholar, ResearchGate, ORCID, Scopus, and Clarivate 4.3
7. It is suggested that BSNU strengthen its internal quality assurance office with human resources to facilitate the effective implementation of the PDCA cycle. 5.1
8. It is suggested that BSNU enhance the relevance and accuracy of the internal quality assessment by adding the criteria for the educational program's name and compliance with its sectoral benchmarks 5.1
9. It is suggested for BNTU to have a document explaining how it considered the recommendations and advice received during the previous accreditation. 5.2
10. It is suggested that BSNU periodically make formative collegial evaluation and benchmarking mandatory, which should be reflected in the internal quality evaluation documents. 5.3
11. It is suggested that BSNU ensures that several persons are responsible for the systematic data analysis, monitoring, and periodic evaluation of the programs to distribute the workload. 5.3

Suggestions for Programme 1 (Logistics BA):

1. It's suggested to include foreign languages (Turkish, Chinese, or German) in the program so that students have the possibility to choose them. 1.4
2. It's suggested to change the name of the course "General Theory of Statistics" to "Statistics" (BA) 1.5

Suggestions for Programme 2 (Transport Logistics MA):

1. It's suggested to change the name of the course "Corporate Finance" to "Financial Management" (MA) 1.5
2. It is suggested that BNSU clearly define what kind of professional experience is enough to be an MA supervisor/co-supervisor. 3.2
3. It's suggested to prove and to ensure that the supervising staff for the master thesis is qualified and motivated to supervise their students to a thesis that fulfills a scientific approach. 4.2

- **Brief Overview of the Best Practices (if applicable)³**
 - The Material technical base is very good and HEI is continuously working to increase the level
 - Management dedication Support to staff (especially to invited staff and students)
 - Collaboration and communication with all other HEI especially in this area and the employers

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

The evaluation remains unchanged

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

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

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

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.

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The objectives of both programs are clearly established, realistic, and achievable. The specificity of the field of study, the level, and the educational program are considered and reflect what knowledge, skills, and competencies the program aims. So they are consistent with the mission, objectives, and strategy of the HEI and illustrate the

contribution to the development of the field and the society. A high contribution of national and international partners leads to a consideration of local labor market demands, trends, and needs of the international labor market. The institution is working on the internationalization of the educational program.

Description and Analysis - Programme 1 (Logistics BA)⁶

Especially the program Bachelor Logistics considers local labor market demands as well as needs of the international labor market. The specificity of the field of study, the level, and the educational program are considered and reflect what knowledge, skills, and competencies the program aims. The program objectives are public and accessible. The interviews show that the program objectives are shared by the persons involved in the program.

Description and Analysis - Programme 2 (Transport Logistics MA)⁷

The interviews with students, graduates, and employers as well as the staff brought up the feeling, that especially the invited staff is not enough familiar with the program objectives. This point also might be a reason for the partly unclear compatibility with the EQE standards enhanced the culture shared by the whole community, which was discovered in the interviews. One reason might be that the curriculum contains a lot of objectives with a focus on management skills, which is finally a good decision - especially with the view to the needs of national and international labor markets - but should be reflected in the name of the master program. This issue is discussed and recommended in standard 1.4.

Anyway, it has to be pointed out, that the selection, qualification, and motivation of the invited staff are utmost. Finally, the HEI readiness to teach logistics both on BA and MA – Level should be highlighted as a very positive development.

Evidences/Indicators

- Educational programme;
- Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit;
- Analysis of the demands of labour market and employers;
- Website;
- Interview results.

⁶ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

⁷ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistic BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistic MA)

Recommendation(s):

Suggestion(s):

- It's suggested, to ensure that all staff is familiar with the program objectives

Evaluation ⁸

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

⁸ Evaluation is performed for each programme separately.

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

The learning outcomes of both programs correspond to the aims of the programs and cover main knowledge and skills envisaged by the content. They are measurable, achievable and realistic. The involvement of employers leads to the fact, that the learning outcomes are consistent with employment demands of programs graduates and enable graduates to continue their education onto the next level of education as well as with the peculiarities of the field of study and labour market demands. The interviews with all stakeholders underlined that developing the learning outcomes of the programme is a collaborative process and involves academic -, research-, and visiting staff, as well as employers. The participation of students and graduates in this process should be increased. It is an ongoing process to ensure that the learning outcomes of both programs are consistent in terms of content, complexity, and difficulty and are developing considering the relevant cycles. The expert group recognized a lack of English language knowledge of some students and graduates, which is, especially with the view to the international business which is desired, a nameable disadvantage.

Description and Analysis - Programme 1 (Logistics BA)

All already mentioned facts are fully valid for the Bachelor Program. The head of the program always should ensure, that especially the invited staff always is involved in providing information about the learning outcomes to the stakeholders.

Evidences/Indicators

- Educational programs grouped in a cluster;
- Map of program objectives and learning outcomes;
- Information on the career development of graduates (in case of the ongoing program)
- Indicator of graduates' progression onto the next level of higher education;
- Certificate / License / Post-diploma Examination (if any) results;
- Interview results.

Description and Analysis - Programme 2 (Transport Logistics MA)

All already mentioned, facts are fully valid for the Bachelor Program. As pointed out already in standard 1.1. the name and the content of the "Transport Logistics" Master Program should be checked to ensure, that the learning outcomes are in line with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. The expert group has doubts regarding the scientific approach of the master thesis. It has to be ensured that the thesis considers the use of scientific methods to show the readiness of the graduates to work scientifically. Further, the interviews discover a lack of English language knowledge of some students and graduates, which is, based on the curriculum, especially for the master – students - not comprehensible.

Evidences/Indicators

- Educational programmes grouped in a cluster;
- Map of programme objectives and learning outcomes;
- Analysis of labor market and employer demands;
- A document confirming participation of stakeholders involved in drafting of the programme learning outcomes;
- Information on the career development of graduates (in case of the ongoing programme)
- Indicator of graduates' progression onto the next level of higher education;

- Certificate / License / Post-diploma Examination (if any) results;
- Website;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

- It's suggested to increase the participation of students and graduates in the process of evaluation of the learning outcomes
- It's suggested to approve the learning outcome of the English language should be approved and to cover the weaknesses of individual students.
- It's suggested to prove, if the request for offering further languages can be implemented.

Recommendations and suggestions according to the programmes:

Programme 1 (Logistics, BA)

Recommendation(s): none

Suggestion(s):

Programme 2 (Transport Logistics, MA)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

The evaluation system for BNTU's educational program learning outcomes is thorough and well-structured.

It involves regular and rigorous assessment of teaching and scientific research components. Furthermore, this evaluation process considers the specific nature of the field (management, logistics) and the academic level (bachelor's and Master's). The documentation specifies how each program's learning outcomes are assessed, including the educational courses and research components involved, the methods and forms of evaluation, and the designated evaluation period for each case.

Nevertheless, the expert group is not entirely convinced of the relevance of the target indicators. For example, the first learning outcome of a master's program and other courses is assessed with the course "Corporate Finance." It is unclear why evaluating the entire learning outcome in all assignments for this subject is necessary. The second challenge arises from using the Gaussian curve to evaluate the learning outcome. It may not be the most appropriate way to assess specific learning outcomes, as a case analysis could be more relevant than a written exam. Additionally, the evaluation mechanism presented by the BNTU relies on a 20% deviation from the curve, which means that the achievement of the learning outcome will be considered positive even if 80% of students scored 51 or higher.

In addition, it should be noted that since the Master's program is undergoing the re-accreditation procedure, BNTU has put forward a rather comprehensive analysis of the program's learning outcomes, which includes evaluating stakeholders such as graduates and employers.

However, interviews have revealed that some of the academic and visiting staff are less familiar with the program's learning outcomes and the relevance of their training courses to this issue. As a result, the group of experts strongly recommends that the university place more emphasis on this topic, including the measurement of learning outcomes.

Evidences/Indicator

General recommendations of the cluster:

It is recommended that academic and visiting staff in the cluster's programs have a firm grasp of assessment methods for learning outcomes, and BNTU should offer them support in measuring and analyzing these outcomes.

General suggestions of the cluster:

It is suggested that the target indicators of learning outcomes be revised to make them more relevant and practically measurable.

Evaluation

Please, evaluate the compliance of the programme with the component

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 (Logistics BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
 - The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.
-

Cluster and individual evaluation

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

HEI has established methodology for the planning, designing and development of educational programme, which was approved by the Rector's order N01-03,2023. In accordance with this methodology, two programs are represented:

- Bachelor's program: Logistics (Georgian language);
- Master's program: Transport Logistics (Georgian language)

Both programs presented by the higher education institution (HEI) are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the educational program's learning outcomes and the training courses is represented in a learning outcomes map. This map highlights the main study areas within the courses and how they correspond to the program's learning outcomes. The alignment between the learning outcomes and the course content is logically consistent.

Programs provide opportunities for academic personnel and students to participate in international conferences, exchange programs and give them the possibility to publish articles.

Description and Analysis - Programme 1 (Logistics, Bachelor's program)

Bachelor's program logistics is a 180-credit program. The program structure includes compulsory and elective courses. The program offers coverage of management through the following courses: Principles of Management, Basics of Human Resource Management, Basics of Project Management, Inventory Management and Distribution, Innovative Management, Operations Management, Psychology of Management, Leadership, Sales Organization, Consumer Behaviour. Logistics is introduced and expanded through courses such as Theoretical Foundations of Transport, Principles of Logistics, Principles of Transport and Forwarding Services, Transport Logistics, Principles of Customs, Europe-Asia Transport Space and International Transport Corridors, Intermodal and Multimodal Traffic, Economics of Transport. The finance component is represented through courses: Introduction to Financial Accounting, Financial Accounting, Risks and Insurance, and Company Finances.

The program also offers courses like Principles of Microeconomics, Principles of Macroeconomics, Informational Technologies and Data Analysis, Basics of Academic Writing, English Language (1) and English Language (2), English Language (business terms), English Language (logistics terms), Mathematics (1) and Mathematics (2), Business Basics, General Theory of Statistics, Business Ethics and Business Etiquette, Business Law, Internship, Internet Marketing, Bachelor Thesis, History of Georgia within global context, Fundamentals of political sciences, Fundamentals of general psychology, Democracy and citizenship, Corporate social responsibility, Euro integration.

During the site visit, employers mentioned that they prefer to hire students who speak foreign languages, such as Turkish and Chinese. At the same time, students and alumni admitted that if they had known

Turkish, Chinese, or German, they would have had better opportunities to communicate with foreign companies and apply for better jobs. As far as bachelor programme includes English language as a foreign language, plus English language with business terminology and English language with logistics terminology, , it is advisable to include Turkish, Chinese, or German languages in the program as an elective course, so that students have the option to choose among them.

Description and Analysis - Programme 2 (Transport Logistics, Master's program)

The analysis of the documents revealed that the title of the MA program, "Transport Logistics," and the qualification Master of Logistics did not align with each other. In the detailed field of study, the classifier in the second column distinguishes between logistics (0413.2.15) and transport logistics (0413.2.16) as separate qualifications to be awarded.

Therefore, a group of experts were wondering about the cause of this issue. During the field visit, the experts asked the program heads about this question. They discussed the title of the Master's program, but they agreed with the group of experts that the program, with its qualifications and content, is related to logistics. The program is structured to cover logistics management tools, transport, and terminals.

Hence, the expert group believes that while the qualifications and content of the program are the same, the title "transport logistics" should be changed to simply "logistics" for the Master's program at BSNU. This change is recommended because it does not alter the program's content or structure and is therefore not considered a fundamental flaw.

Master's program in Transport Logistics is a 120-credit program, which includes compulsory academic courses of 70 ECTS, elective courses of 10 ECTS, internship - 10 ECTS and master thesis -30 ECTS.

The program offers coverage of transport logistics through the following courses: International Logistics, Logistics Transport Provision, Modelling and Optimization of Logistics Systems, Information and Communication Technologies in Logistics, Transport Policy and Transport Regulations. Management is introduced and expanded through courses such as: Marketing Management, Human Resource Management and Leadership, Strategic Management, Project Management, Quality Management Systems.

Program also offers courses like: Corporate Finance, Statistical Methods of Business Analysis, Academic Writing, English language for logisticians, Business Research Methods, International Business, Advanced Excel, Entrepreneurship in Business and Management.

Despite the very interesting courses offered by the program, some modifications are needed:

It is recommended that Transport Logistics program include course on Risk Management and Insurance. Transport Logistics inherently involves various risks, including transportation delays, damage to goods, theft, and fluctuations in demand. A thorough understanding of these risks allows students to identify potential issues and develop strategies to mitigate them. Understanding different types of insurance relevant to transportation, such as cargo insurance and liability coverage, prepares students to make strategic choices that protect their organizations' interests and reduce exposure to losses.

It is recommended that Transport Logistics program include course on Managerial Accounting. Transport logistics involves managing various costs, from transportation and warehousing to inventory management. Effective inventory management helps organizations minimize costs associated with holding excess stock, such as storage fees and insurance. By understanding inventory turnover rates and demand forecasting, students learn to optimize stock levels, which directly impacts a company's bottom line. Managerial accounting teaches students how to identify, track, and manage costs, helping organizations optimize operations and increase profitability.

Evidences/Indicators

- Bachelor's program: Logistics (Georgian language);
- Master's program: Transport Logistics (Georgian language);

- Self Evaluation Report;
- Higher educational programme planning, designing and development methodology;
- Syllabus;
- Site Visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics, Bachelor’s program)

Recommendation(s):

Suggestion(s):

- It’s suggested to include foreign languages (Turkish, Chinese, or German) in the program so that students have the possibility to choose them.

Programme 2 (Transport Logistics, Master’s program)

Recommendation(s):

- It is recommended that the title of the MA education program, "transport logistics," be changed to simply "logistics";
- It is recommended that Transport Logistics program include course on Risk Management and Insurance;
- It is recommended that Transport Logistics program include course on Managerial Accounting.

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Overall, the learning outcomes of academic courses are aligned with the program's objectives, and each course's content matches its intended learning goals. The credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The study materials indicated in the syllabuses ensure the achievement of the learning outcome of the programs, but it would be advisable to change the name of some courses.

Course syllabuses are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both, required and supplementary reading materials.

Description and Analysis - Programme 1 (Logistics, Bachelor's program)

The Bachelor's Program in Logistics comprises mandatory and elective courses. Details about these courses are provided in the course syllabi, which outline the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content along with compulsory and additional literature.

Overall, the educational results of the academic courses listed in the curriculum are aligned with the program's learning objectives, and the content of each course matches its intended learning outcomes. The distribution of contact and independent study hours is well-balanced. The syllabus includes study materials that support and enhance the learning outcomes of the course.

It is advisable to change the name of the course "General Theory of Statistics" to "Statistics," as the course "statistics" should encompass both theoretical and practical components.

Description and Analysis - Programme 2 (Transport Logistics, Master's program)

The Master's Program in Transport Logistics comprises mandatory and elective courses. Details about these courses are provided in the course syllabus, which outline the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content along with compulsory and additional literature.

Overall, the educational results of the academic courses listed in the curriculum are aligned with the program's learning objectives, and the content of each course matches its intended learning outcomes. The distribution of contact and independent study hours is well-balanced. The syllabus includes study materials that support and enhance the learning outcomes of the course.

It is advisable to change the name of the course "Corporate finance" to "Financial Management", as far as syllabus content and literature covers financial management topics.

Evidences/Indicators

- Educational programmes with enclosed syllabuses;
- Site-visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics, Bachelor’s program)

Recommendation(s):

Suggestion(s):

- It’s suggested to change the name of the course "General Theory of Statistics" to "Statistics”.

Programme 2 (Transport Logistics, Master’s program)

Recommendation(s):

Suggestion(s):

- It’s suggested to change the name of the course "Corporate finance" to "Financial Management".

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (logistics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Programme 2
(transport Logistics; MA)**



x



Compliance of the programs 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 (logistics, BA)	x		<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (transport Logistics; MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

The programs incorporated into the Business Administration cluster consider the mandatory requirements of national legislation concerning program admission, which is consequently reflected in the curriculum.

The curriculum contains clearly defined terms for program admission. It prescribes that admission pre-conditions have to be public, easily available for interested parties and it shall be fair.

Admission prerequisites have to be based on the specificity of the programs, the content, and the qualification level. They have to consider the knowledge, skills, and competencies that have to be developed by the program and are also logically linked to the program learning outcomes.

From a financial sustainability point of view, and for the development of the university, it is essential to correctly plan students' bodies. To ensure the sustainability of the programs, the university elaborated a special regulatory document for the student body planning methodology. The document incorporates the main requirements which are the basis for defining the proper number of students for the programs. The methodology considers university resources such as academic staff: 1 lecturer for 25 students, learning materials, and resources needed for program implementation.

Description and Analysis - Programme 1 (Logistics Bachelor)

The admissions process for the Bachelor program in Logistics is conducted as per requirements of the National regulations and it requires a secondary educational level. Enrollment is fulfilled through the United national exams. Based on the national qualification framework of Business Administration university identified those competencies that are necessary for the achievement of the learning outcomes of the program and considered them for admission pre-requisite.

Curriculum defines mandatory subjects that have to be passed for admission, which itself complies with the national requirements. Admission details and requirements are published on the web page of the university, where is also presented the program catalog.

The defined number of students is relevant to the resources that the university has allocated for the program and complies with the methodology defined by the regulatory document.

Description and Analysis - Programme 2 (Transport Logistics Master)

Enrolment of students in the Transport Logistics master program is conducted in compliance with the National Law and the established procedures of the University. Admission pre-requisite for this program is at least a bachelor's or its equivalent academic degree, which will allow the person to undergo the United Master's degree exam as per national law requirements. After the positive result of the exam, the University conducts additional competence assessments as per their established procedures. As per procedure person has to prove that his/Her English Language level is on the B2 level, which can be proved by special official licenses or by the exam conducted by the University. During the interview process, Master's degree students could not communicate in English at the level B2.

It is recommended that the University make ensure the level of English is B2 during the enrolment process, as the program considers employment possibilities widely linked to international business. English communication skills are significant for the graduates.

The curriculum contains a detailed prescription for the requirements of admission preconditions and the enrollment process. The exam questions/Educational topics should be easily available to the interested parties, curriculum defines that it is published on the web page, however, there are no exam topics/questions accessible on the web page.

It is recommended that the University provide appropriate information concerning Master program exams with the exam topics on the website, to ensure transparent, fair, public, and accessible admission preconditions.

Master Educational program considers the possibility of study continuation by mobility process for the students of the stage educational programs of higher education of BNTU or other High Educational Institutions. Applying the mobility process is based on the legislation of Georgia and regulations established in BNTU concerning the recognition of Credits.

Evidences/Indicators

- Curriculum of Logistics Bachelor program Logistics and their syllabuses
- Curriculum of Transport Logistic Master Program and their syllabuses
- Methodology for planning, designing and development of higher educational programmes;
- Student Body Planning Methodology
- Internal evaluation pf programmes
- WEB-Page of the University
- Site visit interviews

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistic bachelor)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics, Master)

Recommendation(s):

- It is recommended that University make ensure the level of English is B2 during the enrolment process, as the program considers employment possibilities widely linked to international business and English communication skills are significant for the graduates.
- It is recommended that University provide appropriate information concerning Master program exams with the exam topics on the web-site, to ensure transparent, fair, public and accessible admission preconditions.

Suggestion(s):

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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 (Logistics, Bachelor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics, Master)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable

skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

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 programs accumulated into the cluster have well-defined learning outcomes, the achievement of which is ensured by the development of transferable as well as sectoral competencies. A map of the Learning outcomes reflects the link between course components and learning outcomes and presents a clear picture of which course contributes development of which skills such as practical, creative, or scientific/research.

Programs suggest mandatory and free components appropriately developing different skills, that are required by the Qualification Framework document. For the formation of the program competencies, BNTU takes into consideration the requirements and expectations of interested parties, such as employers, students, and alumni.

The development of practical skills is covered by the internship suggested for both programs. During the site-visit, it was emphasized that active involvement and close relationships between employers and the university contribute to the relevant developments of the program. For the internship, the University has concluded agreements with active employers providing mentors during the field study. Student gets support from the academic staff during his/her internship. As it was mentioned during the interviews, program effectiveness would be a **positive insight if it suggests an additional foreign language, such as Turkish or Chinese elective/free component. Learning the languages of neighboring countries or countries of the main logistic hub as China can enhance, the competitiveness of program graduates in the international labor market. It also will contribute to the development of transferable skills.**

BNTU pays significant attention to the support to the development of students' curriculum-independent activities which itself contributes development of students' cognitive and creative skills. The university has a well-established infrastructure, material, and technical resources corresponding to international standards, computers, and software for the Logistic programs. The library offers rich literature for scientific or research projects.

It is to be emphasized that the University promotes the internationalization process, and supports the active involvement of its academic staff in different scientific activities internationally or locally. However, student involvement in scientific/research activities is low and needs improvement. The presented Master theses often also lack research components.

It is recommended to increase the level of scientific/research skills among students to increase awareness of research methodology and ensure that students are aware of these methods.

The university is using the anti-plagiarism software TURNITIN. **It is recommended that the University make sure that students are aware of the terms and requirements of the Academic Honesty regulations anti-plagiarism system.**

Evidences/Indicators

- Curriculum of Logistics Bachelor program Logistics and their syllabuses
- Curriculum of Transport Logistic Master Program and their syllabuses
- Methodology for planning, designing and development of higher educational programmes;
- Agreements/Memorandums with employers
- Research Activity governing regulations;
- Scientific, research and practical activity assessment rule;

- The procedures for organizing staff exchange programs and work placements;
- The procedures for organizing student exchange programs and work placements
- WEB-Page of the University
- Site visit interviews

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- It is recommended that the University makes sure that students are aware of the terms and requirements of Academic honesty regulations in the anti-plagiarism system.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics, BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics, MA)

Recommendation(s):

- It is recommended to increase the level of Scientific/research skill among students to increase awareness of research methodology and ensure that students are aware of these methods.

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Logistics, BA)		x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics, MA)		x	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The University uses different teaching and learning methods for business programs delivering process. Each course component in its syllabus defines the methods that will be used during the study process. Teaching and learning methods have to comply with course content, and learning outcomes and shall be effective for their achievement. Therefore, the University shares the best practices from the experiences of different universities.

During the learning process, there are used specific methods and combinations of different methods such as lectures, group work, and e-resources that are reflected in different teaching/learning activities: discussion, presentation, case studies, problem-solving, and demonstration. Various methods promote the engagement of students in the learning process and active interactions between students and staff.

In case the students require it, the University can compose individual programs based on regulations elaborated for individualized curriculum development and implementation rules.

University can ensure electronic/distance learning when the circumstances occur and require it. The development of e-learning is in the “Strategic Development 2019-2025” of the University. The procedure for e-learning organization is set up in the regulatory document “Basic Approaches to E-learning”. University possesses all the necessary technologies and resources to provide distance learning.

Evidences/Indicators

- Curriculum of Logistics Bachelor program Logistics and their syllabuses;
- Curriculum of Transport Logistic Master Program and their syllabuses;
- Methodology for planning, designing and development of higher educational programmes;
- Basic approach to e-learning;
- WEB-Page of the University;
- Site visit interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Logistics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Based on the study of documentation and interviews, it was found that the assessment of BSNU students more or less follows the established rules of Georgian legislation and internal university regulations. Specifically, the evaluation methods for each course align with the course's goals and learning outcomes, ensuring that the logic of teaching (goal - content - method) is maintained. Regarding the defense of the master's thesis, the syllabus indicates that it is evaluated once. However, the criteria state that 98 points are allocated to the written paper and 2 points to the oral presentation. It has caused significant uncertainty among the group of experts. It is essential to clarify this issue, as allocating 2 points to the oral presentation seems illogical if not adequately explained.

Each syllabus clearly outlines the assessment components, criteria, and rubric, ensuring a transparent and fair assessment process. This transparency is designed to build confidence in the fairness of our assessment process. However, despite this clarity, it is apparent from the interviews that students and graduates receive minimal feedback on their achievement of learning outcomes. This lack of feedback impedes the opportunity for genuine critical self-reflection, which is an essential part of the learning process. According to the accreditation standard, students should regularly receive feedback on their strengths and areas for improvement, and we need to ensure this is happening.

It's important to note that BSNU has implemented a procedure for students to appeal their assessment, which is public, accessible, and known to all. The success stories from the interviews show that this process is effective in addressing students' concerns. According to the current rule, the paper is evaluated by another proofreader, which is a clear sign of an objective and transparent process.

Despite this, the study of the documents and the conducted interviews revealed two additional noteworthy challenges. The first challenge is related to distance learning courses. It was found that the lecturer of a specific teaching course was outside Georgia during the entire semester, and the schedule of lectures/seminars changed from time to time. Although the students did not have a problem with this, the university needs to ensure that the reliability and validity of the assessment are not questioned. Therefore, BSNU must ensure that the teaching process and, accordingly, the assessment are carried out by Georgia legislation and are in full compliance with accreditation standards. The second challenge concerns the lack of awareness about academic integrity and research ethics. In today's world, especially in research, universities should prioritize educating students about plagiarism and the consequences of it.

Evidences/Indicators

- Self-Evaluation Report;
- Site-visit .
- Evaluation components, and methods presented in syllabi enclosed with the educational programme
- Master thesis evaluation and defense regulations;
- The procedure for appealing evaluation results;
- Website

General recommendations of the cluster:

- It is recommended that the university ensure that students receive regular feedback on both learning outcomes and areas for improvement.
- It is recommended that the university regularly checks that students have a clear understanding of the requirements of academic and research ethics, academic integrity, plagiarism prevention, and academic writing style.
- It is recommended that BNSU consistently monitor the reliability and validity of assessments, especially for distance learning courses.

General suggestions of the cluster:

N/A

Recommendations and suggestions according to the programmes:

Programme 2 (Transport Logistics, MA)

Recommendation(s):

- It is recommended that BNSU revise the evaluation criteria for the master's thesis to ensure a more logical assessment of the written and oral components, as the current 98/2 division is unexplained.

Evaluation

Please, evaluate the compliance of the programmes with the component

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

Compliance of the programmes with the standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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 document review and conducted interviews revealed that counseling and support services for BNSU students are in place. Specifically, students receive appropriate counseling on study planning, improving academic achievement, employment, and career development. This support is provided through the university's public website and individual student emails. Additionally, students have the opportunity to

meet with program leaders and other responsible persons during working hours. The interviews confirmed that BNSU effectively provides student consultation, and neither students nor graduates encountered any problems in this regard.

It should be noted that the academic and guest staff of the bachelor and Master's programs in logistics are involved in the consulting and support services. As revealed from the interviews, they often inform students about other extracurricular activities.

The university offers various opportunities for students to participate in local and international projects, events, and conferences, as well as enjoy international mobility. However, research projects are relatively new and not well-known among Master's students. Although students are informed about these opportunities, their participation seems to be less active.

Evidences/Indicators

- Self-Evaluation Report;
- Site-visit.
- Workload, functions, responsibilities and job descriptions of people conducting student support services
- Documents / information of student involvement in local and international activities;
- Website;

General recommendations of the cluster: N/A

General suggestions of the cluster:

It is suggested that BNSU actively involve MA students in research projects.

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 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

In the case of the BNSU Master's Program in Transport Logistics, the university has developed a document that regulates the process of appointing, replacing, and defining the powers and general processes of the supervisor and co-supervisor of the master's thesis. According to the presented regulation, it is determined that the supervisor of the master's thesis can be an academic staff member from a BNSU branch or a guest staff member who holds a doctoral academic degree. However, the definition of a guest specialist remains unclear. Specifically, the requirement for professional experience needs to be more clearly defined. Therefore, it is crucial to specify the content of the BNSU regulation regarding professional experience and specialization.

The faculty council approves the MA supervisors based on the document provided. Subsequently, the topic and supervisor selection are forwarded to the dean of the faculty. The regulations outline the process for making changes.

Based on the documents provided, it is clear that the master's thesis supervisor is responsible for fully supporting the master's students with their thesis. However, it has become apparent from interviews that certain aspects, such as involvement in scientific and grant events, writing scientific articles, and research design issues, are not receiving adequate attention. This is a significant challenge that needs immediate and specific attention from the university, as it directly affects the quality of the master's thesis.

Finally, BNSU has determined that each supervisor should not have more than 5 master's students. This is considered an adequate ratio, especially since 7 academic staff members have the opportunity to supervise a particular master's program. See table below:

Data related to the supervision of master's students	
Programme 2 (Transport Logistics MA)	
Number of master's theses supervisors	7
Number of master's students	8
Ratio - supervisors of master's theses/master's students	0.88

Evidences/Indicators

- Self-Evaluation Report;
- Site-visit;
- Form of the contract for the supervisor / co-supervisor of Master's students
- The document defining the appointment, change and rights and responsibilities of the supervisor;
- Methodology for determining the number of supervisors and Master students in the Master programme;
- Ratio of supervisors and active status Masters students

General recommendations of the cluster:

Recommendations of Programme 2:

- It is recommended that the BNSU ensures regular consultations of the master's thesis supervisor with the master's students regarding research design, research methodology, and integration processes in local and international networks.

Suggestions of Programme 2:

- It is suggested that BNSU clearly define what kind of professional experience is enough to be an MA supervisor/co-supervisor.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Transport Logistics MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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 persons implementing the programs are engaged in the programme in accordance with the legislation and internal regulations of the HEI. Qualification of personnel complies with their qualification requirements, functions and current legislation. The qualification of invited staff or teachers is proved by relevant knowledge, experience and competencies necessary to help students achieve programme learning outcomes. The full workload of the academic / research and invited staff, including the workload of affiliated academic staff, including the workload of the programmes in the cluster, ensures the smooth implementation of the educational programme and the proper performance of the functions assigned to the staff implementing the educational programs. The number of academic/scientific/invited personnel at the programme is adequate with regard to the number of students. The balance between academics, including the balance between affiliated academics and invited staff ensures the program's sustainability. The Head of the programs possesses the necessary knowledge and experience required for program elaboration according to the level of the programs. The qualification of the Head of the programme is relevant in the field. The Heads of the programs are personally involved in programme assessment and development, programme implementation, and student advising. programme students are provided with an adequate number of administrative and support staff with appropriate competence; the Qualification of administrative and support staff is consistent with their functions.

Description and Analysis - Programme 1 (Logistics BA)

All statements given above for both Programmes Grouped in a Cluster are fully valid for the Bachelor Course “Logistics”.

Description and Analysis - Program 2 (Transport Logistics MA)

All generally mentioned comments are valid also for the Master Transport Logistic Program.

Transport Logistics (MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁹	Including the staff holding PhD degree in the sectoral direction¹⁰	Among them, the affiliated academic staff
Total number of academic staff	15	10	9	14
- Professor	6	1	1	6
- Associate Professor	6	6	6	5
- Assistant-Professor	1	2		1
- Assistant	2	1		2
Invited Staff	10	4	4	
Scientific Staff	0			–

⁹ Staff implementing the relevant components of the main field of study

¹⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

Evidences/Indicators

- Website;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics MA)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

The BNTU has transparent qualification requirements for the supervisor / co-supervisor, which are in line with the requirements of the Master level supervision and respond to the specifics of the program and international best practice. Due to the specificity and development of the field, the scientific supervisor of each Master student is equipped with the latest knowledge, which corresponds to the general theme and direction of the theses of MA students. The same goes for the co-supervisor of each master thesis.

Description and Analysis - Programme 1 (Logistics, BA)

For the Bachelor Program “Logistics” Standard 4.2 is not relevant.

Description and Analysis - Programme 2 (Transport Logistics, MA)

Basically, the general Comments given for “Cluster and individual Evaluation” are valid for the Master Course “Transport Logistics”. Because of the already mentioned quality of the master thesis, it's suggested to prove and to ensure that the supervising staff for the master thesis is qualified and motivated to supervise their students to a thesis that fulfills a scientific approach.

Transport Logistics (MA)			
Number of supervisors of Master's	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's	7		7
- Professor	3	1	3
- Associate Professor	6	6	5
- Assistant-Professor	1		1
Invited Staff	5	3	
Scientific Staff	0	0	–

Evidences/Indicators

- Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit;
- Website;
- Interview results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics MA)

Recommendation(s):

Suggestion(s):

- It's suggested to prove and to ensure that the supervising staff for the master thesis is qualified and motivated to supervise their students to a thesis that fulfills a scientific approach.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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 (Logistics BA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

BNTU have a very good staff which lead to the conclusion that the staff is well selected and evaluated. The evaluation of academic, scientific and invited staff includes evaluation of their teaching and research work, as well as evaluation of their creative/performing activities. Interviews shows, that staff satisfaction surveys are carried out regularly, Evaluation results are used for the professional improvement of academic, scientific and invited staff and Evaluation results are considered when promoting and using the staff supporting mechanisms.

The BNTU provides necessary conditions (material, financial resources, etc.) for fostering scientific, research, creative/performing work of academic, scientific and invited staff and promotes participation of academic, scientific staff in international projects, researches and conferences.

However, there are issues on which HEI should focus. For instance, the analysis of the scientific research productivity of the staff implementing the program revealed an uneven distribution and a need for more scientific articles in high-rated journals, which are crucial for generating new knowledge. The expert panel found that most staff need a profile on platforms such as Google Scholar, Research Gate, ORCID, Scopus, and Clarivate. Therefore, the University needs to intensify its efforts in this direction, as it is a critical factor in enhancing the scientific research productivity of the staff.

Evidences/Indicators

- Educational programme;
- Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit;
- Analysis of the demands of labour market and employers;
- Website;
- Interview results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster:

- It is suggested that the BNTU ensures its academic staff have scientific profiles on various platforms, such as Google Scholar, ResearchGate, ORCID, Scopus, and Clarivate

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and

technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

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

The University has all the necessary material and the resources needed for the successful delivery and implementation of Business Administration Cluster programs. It has to be emphasized that within the Strategic Developments, BNTU made a big investment for the rebranding of the university, reinventing the whole building, adding new spaces for teaching, and student's free spaces. The building is adapted for people with disabilities and it is equipped with a centralized heating system, public bathrooms, has modern firefighting systems, and a surveillance video system.

Students have the access to the internet which is provided through both wireless and cable network.

There are modern classrooms, equipped with projectors and sophisticated dashboards to provide study process effectively for both programs. Computer classes are equipped with new and modern computers.

The University has student's free spaces for group work, a conference room, a Café, an open stadium, a Gym, and a music studio.

The University uses an electronic document management system and for the education process e-management system bntu.ini.GE, where have access to students, lecturers and administration. The system provides academic registrations, and communication with lecturers and students, also appropriate surveys concerning the evaluation of courses, lecturers or programs are conducted through the system.

BNTU renovated also Library. The reading room has new and comfortable furniture, there are computers for students to use, and it has an e-catalogue and electronic circulation of books. The library provides access to online scientific databases. The library fund is composed of 18 555 items. There are all learning resources indicated in the syllabuses and also modern books relevant to the programs. The library provides free access to electronic scientific databases for BNTU students as well as for academic and invited staff. There are such electronic scientific databases as the Rustaveli fund and Elsevier platform. It has also e-journals: Harvard Business Review, MIT Sloan Management Review; Economist and others.

BNTU provides all material or technical resources without any limitation under equal conditions to students and staff.

Description and Analysis - Programme 1 (Logistics, bachelor)

BNTU provides all technical and material resources for delivering the Logistics Bachelor program.

It has sufficient classrooms, equipped with comfortable and modern furniture, computer classes with modern computers, and free access to the internet for students and staff.

Students have appropriate and comfortable spaces for group work and outside academic activities.

To achieve the program learning outcomes University provides all necessary learning resources. Library which was updated recently possesses all the core literature needed for program delivery. The library has free access to scientific databases and e-journals relevant to the program.

BNTU within the project ERASMUS + capacity building arranged the laboratory for the Logistic bachelor program with specific software that will enhance practical skills for students. The project considers elaboration of the DUAL program in Logistics at the Bachelor level.

All resources needed for Logistics Bachelor program delivery are available free without any limitations to students and BNTU staff.

Description and Analysis - Programme 2 (Transport Logistics, Master)

BNTU provides all technical and material resources for delivering the Transport Logistics Master program.

It has sufficient classrooms, equipped with comfortable and modern furniture, computer classes with modern computers, and free access to the Internet for students and Academic/Invited staff.

To achieve the program learning outcomes University provides all necessary learning resources. The library which was updated recently possesses all the core literature needed for program delivery. It provides free access to scientific databases and e-journals relevant to the program.

Students have access to the platform e-management for the management of the study process bntu.ini.ge. The platform gives the possibility for easy communication between student and lecturer, uploading all learning materials, and useful info and evaluation feedback for the program, lecturer and university.

University has a web page, where students can find useful information concerning the program and study process.

All resources needed for Logistics Bachelor program delivery are available free without any limitations to students and BNTU staff.

Evidences/Indicators

- Curriculum of Logistics Bachelor program Logistics and their syllabuses
- Curriculum of Transport Logistic Master Program and their syllabuses
- Methodology for planning, designing and development of higher educational programmes;
- Memorandums/Agreements with employers
- Library regulations;
- Internal regulations
- Regulations for Technological provisions;
- Procedure for e-service and registers;
- WEB-Page of the University;
- Site visit interviews

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics MA)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

For the proper functioning of the University essential is financial resources. BNTU allocates financial resources as per strategic development programs. Top management is fully aware of the strategic development plan and actively supports it with financial resources.

BNTU uses personal investments of the University founder-partners, donations, other legal sources, or finances received from other commercial activities. For supporting the functioning of business administration cluster programs university finances programme needs. It identifies main and necessary expenses and allocates available funds by their priorities. The program expenditures may include the creation and updating of material and technical resources, purchasing necessary software and hardware, translation of appropriate learning resources, students' cognitive/research activities, conferences, salaries for academic/invited staff and their development.

An established budget gives a stable development basis for Businsee cluster programs

Description and Analysis - Programme 1 (Logistics, Bachelor)

The university has defined a Budget for the Logistics Bachelor program. It is calculated on the income and expenses and it takes into consideration the number of active students, tuition fee of the program and the students' body to be enrolled.

The budget reflects the revenues from permanent sources, however, during the site-visit interviews, Top Management presented that in case of a necessity, the University can cover the expenses from the funds allocated for the University's development.

The budget contains feasible financial resources and it ensures the sustainable development of the program

Description and Analysis - Programme 2 (Transport Logistic, Master)

The University has a defined Budget for the Transport Logistics Master program. It is calculated based on the income and expenses and it takes into consideration of the number of active students, tuition fee of the program and students' body to be enrolled..

The budget reflects the revenues from permanent sources, however during the site-visit interviews Top Management presented that in case of a necessity the University can cover the expenses from the fund allocated for the University's development.

The Budget contains reasonable financial resources and it ensures sustainable development of the program

Evidences/Indicators

- Curriculum of Logistics Bachelor program Logistics and their syllabuses
- Curriculum of Transport Logistic Master Program and their syllabuses
- Methodology for planning, designing and development of higher educational programmes;
- Educational Programs Budget
- Financial and economic activity planning and budgeting regulation;
- WEB-Page of the University;
- Site visit interviews

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Logistics BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Transport Logistics MA)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

BNTU's internal quality assurance is based on the university's quality assurance policy document. The policy's declared goal is to introduce a culture of maintaining high academic standards and meeting modern requirements through constant improvement. The document explains quality management, quality control, internal evaluation methods, self-evaluation, and other related concepts. It is important to note that, based on the analysis of the documents and interviews, it is evident that the introduction of the educational programs in this cluster was preceded by preparatory work. This work included labor market research, external and internal evaluations, and forming teams dedicated to developing the programs (self-evaluation).

However, neither the quality assurance policy document nor the university's documentation indicates how the process of establishing and working with the self-evaluation group, including their frequency, was conducted. While students and graduates were involved to varying extents, this matter still requires precise regulation. Therefore, the expert panel strongly advocates for the university to establish clear, concrete procedures regarding the self-evaluation team, their work, and their authority. This will provide a sense of security and clarity in the process.

During the visit, the expert panel discovered that the head of the quality assurance office at BNTU, who was actively involved in all these processes, had resigned. Although the panel met with other representatives of the quality assurance office, including the acting head, their responses revealed that the former head was accountable for all major matters. It was clear that one member of the quality office was involved in creating educational programs, including self-evaluation. Additionally, the interviewed academic and invited staff collaborated more with the program heads rather than with the quality assurance office, even on issues for which the university's internal regulations assign responsibility to the quality office.

The expert group underscores the importance of the university prioritizing the actual implementation of the PDCA cycle rather than just having it on paper. This approach will ensure that the quality assurance process is not just theoretical but also practical. For instance, during the visit, it was noted that not all representatives of the quality assurance office had a clear understanding of the PDCA cycle. This lack of information was evident when discussing the challenges and solutions identified by the self-evaluation team. If the internal quality office had been more involved in the self-assessment process, this issue would no longer be on the agenda.

Finally, the documents submitted by BNTU show they have included a questionnaire about student satisfaction with e-learning in their internal survey system. However, this alone cannot be seen as an effective method for ensuring quality. It is supported by the fact that one of the program staff members taught the students online throughout the semester, sometimes not following a set schedule. Therefore, according to the expert group, the internal quality assurance mechanisms need to be enhanced.

Evidences/Indicators

- Internal quality assurance service assessment results
- Quality Assurance Policy
- Survey results conducted by higher education institution;
- Methodology for implementing the learning process electronically / remotely;
- SER
- Interview results

General recommendations of the cluster:

- It is recommended that the BNTU should have clear and specific procedures, as well as supporting evidence, for the establishment of the self-evaluation team, including their composition, activities, and authorities.
- It is recommended that the PDCA cycle function effectively in practice, requiring the active participation and involvement of all quality assurance office members.
- It is recommended that BNTU ensures the practical implementation of truly effective internal quality assurance mechanisms for monitoring the distance learning process.

General suggestions of the cluster:

- It is suggested that BSNU strengthen its internal quality assurance office with human resources to facilitate the effective implementation of the PDCA cycle.
- It is suggested that BSNU enhance the relevance and accuracy of the internal quality assessment by adding the criteria for the educational program's name and compliance with its sectoral benchmarks

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

The educational programs offered by BNTU underwent a total of 6 external evaluations, all of which were positive. These evaluations were conducted not only by local higher education institutions, but also by international experts and employers, indicating a comprehensive assessment. Specifically, the program was positively assessed by two employers from Polaris Shipping and Trading and Interlog Georgia and an associate professor from the business administration department at Batumi State University. The positive evaluations from professors of various universities in Poland, Lithuania and Bulgaria further reinforce the quality of our programs. These evaluations highlighted the program's strong curriculum, dedicated faculty, and successful alumni, among other strengths.

However, the evaluations provided were more like letters of support, making it difficult to determine how much it would help further improve educational programs.

As the master's program in the presented cluster is seeking reaccreditation, it is crucial that the quality assurance service prepares a comprehensive document. This document should explain in detail how the recommendations and advice received during the previous accreditation were taken into account. The production of this document is not just a formality, but a significant step that would contribute to the development of BNTU's external quality assessment process.

Evidences/Indicators

- Developmental peer review;
- SER
- Interview results

General recommendations of the cluster: N/A

General suggestions of the cluster:

- It is suggested for BNTU to have a document explaining how it considered the recommendations and advice received during the previous accreditation.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

As per the BNTU quality assurance policy, educational programs are regularly monitored and evaluated in a specific manner. It is also mandated that the results of these evaluations be utilized to enhance the program. Based on the submitted documentation and interviews conducted, it is evident that this process involves surveying students, graduates, employers, academic staff, visiting staff, and administrative personnel. Based on both the documents we studied and the field visit, it is evident that the mentioned process does indeed work. However, the expert group had difficulty determining who was responsible for processing the significant data and writing the conclusions and recommendations. During the visit, it was revealed that the former head of the quality assurance office was responsible for data analysis and interpretation, along with several other significant tasks.

Monitoring and evaluating programs at BNTU involves students assessing their courses and lecturers at the end of a specific study course. The documents clearly show that the same procedure is carried out after the scientific research component, precisely the Master's thesis. The university added this practice a few years ago.

Nevertheless, there is still no such collegial formative assessment in BNTU, which includes the issue of colleagues' mutual attendance at lectures. In addition, in the case of the Master's program, which has been operating for more than ten years, it is not documented how much and how the so-called benchmarking is carried out, which is a necessary tool for sharing international best practices.

Evidences/Indicators

- Quality Assurance Policy
- Programme monitoring and periodic review results
- Academic/scientific and invited staff teaching evaluation results;
- Survey results conducted by the higher education institution
- SER
- Interview results

General recommendations of the cluster: N/A

General suggestions of the cluster:

- It is suggested that BNTU periodically make formative collegial evaluation and benchmarking mandatory, which should be reflected in the internal quality evaluation documents.
- It is suggested that BNTU ensures that several persons are responsible for the systematic data analysis, monitoring, and periodic evaluation of the programs to distribute the workload.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Logistics BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Transport Logistics MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LLC - Batumi Navigation Teaching University

Name of Higher Educational Programmes, Levels:

Bachelor's educational programme "Logistics",

Master's educational programme "Transport Logistics"

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 (Logistics BA)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Transport Logistics BA)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Prof. Dr.-Ing. Jean Rom Rabe



Of the member(s) of the Accreditation Experts Panel

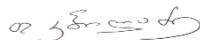
Full name, signature

Nino Gorgoshadze



Full name, signature

Tamar Kbiladze



Full name, signature

Sandro Tabatadze



Full name, signature

Giorgi Vardiashvili

