



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

Bachelor's program in Business Administration;  
Bachelor's program in Business Administration (English-language);  
Bachelor Program of public Administration;  
Master's program in Business Administration;  
Master's program in Human Resources Management;  
Master Program of Public Administration

**Sulkhan-Saba Orbeliani University**

17.09.2024 – 19.09.2024.

20.12.2024

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Sulkhan-Saba Orbeliani University
Identification Code of Institution	Limited Liability Company
Type of the Institution	University

### Expert Panel Members

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>	<b>Programme 4</b>	<b>Programme 5</b>	<b>Programme 6</b>
<b>Name of the educational programme</b>	Business Administration	Business Administration (English-language)	Public Administration	Business Administration	Human Resource Management	Public Administration
<b>Level of higher education</b>	Bachelor's Studies	Bachelor's Studies	Bachelor's Studies	Master's Studies	Master's Studies	Master's Studies
<b>Qualification to be awarded</b>	Bachelor of Business Administration in Management	Bachelor of Business Administration	Bachelor of Public Administration	Master of Business Administration	Master of Human Resource Management	Master of Public Administration
<b>Name and code of the detailed field</b>	0413, management and administration	0413, management and administration	0413, management and administration	0413, management and administration	0413, management and administration	0413, management and administration
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-	-	-	-	-
<b>Language of instruction</b>	Georgian with English components	English	Georgian	Georgian with English components	Georgian with English components	Georgian
<b>Number of ECTS credits</b>	240	240	240	120	120	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation)</b>	Accredited (by decision No. 121 of May 30, 2019)	Accredited (by decision No. 49 of January 12, 2019)	New	Accredited (by decision No. 38 of July 3, 2017)	Accredited (by decision No. 952863 of August 12, 2022)	Accredited (by decision No. 781890 of June 24, 2022)

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

Indicating Relevant Decision (number, date)						
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## II. Accreditation Report Executive Summary

### ● General Information on the Cluster of Education Programmes<sup>2</sup>

The cluster consists of 6 study programmes – 3 on the bachelor's level and 3 on the master's level. The only new study programme in the cluster is the bachelor's programme "Public Administration" although two of the master's study programmes "Human Resource Management" and "Public Administration" are also relatively new.

BA Business Administration was approved in 2012. It currently has 64 active students. The number of announced student places has been decreasing over the years but rather stable in the last 3 years, with 80 places in 2023. However, the number of admitted students has been comparably low, around 20 students every year, with the lowest number of 8 in 2021. Study programme is offered by 45 staff members, 19 academic and 26 invited.

BA Business Administration (in English) was approved in 2017. The number of announced study places has been stable in the last 4 years – 10 places each year. However, the enrolment has faced a significant decrease, from 39 in 2021 to 4 in 2023. Currently, there are 6 active students. 38 staff members are involved in programme delivery – 16 academic and 22 invited.

MA Business Administration was first accredited in 2017. The number of announced study places has ranged from 30 to 50 and back. The number of enrolled students from 2019 to 2023 has been between 6 and 19. Currently, there are 16 active students. It is offered by 22 staff members, 13 academic and 9 invited.

MA Human Resources Management was approved in 2022. The first intake for the study programme took place in 2023 with 20 places announced and 7 students admitted. Programme is offered by 26 staff members, 11 academic and 15 invited.

The BA Public Administration was approved in 2024. It will be offered by 43 staff members, 27 academic and 16 invited. There are no data on enrolment as the enrolment hasn't yet taken place.

MA Public Administration was approved in 2020. 25 staff members are involved in programme delivery, 17 academic and 8 invited. The number of study places announced each year has been 30 and the range of admitted students has ranged between 1 (2020) and 10 (2022).

### ● Overview of the Accreditation Site Visit

The site visit took place on 17<sup>th</sup> – 19<sup>th</sup> October 2024. During the site visit, the review panel met with the administrative staff, including the highest administration, the self-evaluation team responsible for producing the self-evaluation report, programme directors for each particular study programme, academic staff grouped by the programme areas and invited staff jointly for all programmes, master's thesis supervisors, employer representatives, students and alumni for all programmes. The review panel also visited the student campus with the newly built dormitories where in the future some other university facilities could be transferred to.

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

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

Overall, the review panel found that the study programmes included in the cluster comply well with the standards.

Deficiencies for the following programmes under the following components were identified:

- component 1.2 - all study programmes – Substantial Compliance
- component 1.4 – BA Business Administration, BA Business Administration (in English) - Substantial Compliance
- component 1.5 – BA Business Administration, BA Business Administration (in English), MA Business Administration - Substantial Compliance
- component 2.1 – MA Human Resources Management - Substantial Compliance
- component 3.2 – MA Business Administration, MA Human Resources Management; MA Public Administration - Substantial Compliance
- component 4.2 – MA Human Resources Management – Non Compliance

All other components were assessed with “Fully complies with requirements”.

A detailed overview on the judgements on all components and standards for all programmes is available on page 74 of this report.

- **Recommendations**

**Cluster Recommendations**

**Component 1.2**

- Describe programme-level learning outcomes for all study programmes by using the sub-categorization of “knowledge and understanding – skills – responsibility and autonomy”
- Consider simplifying the formulations and structure of learning outcomes to ensure the measurability of each separate learning outcome and that every learning outcome is focused on a single central issue.

**Recommendations for Programs**

**Component 1.4**

**BA Business Administration**

- The existing subject "Social Research Methods" should be considered a mandatory component of the programme, or the course should be modified to introduce "Research Methods" and/or "Research Methods in Business" as mandatory components for students
- There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.
- There is another potential technical error in the self-evaluation documentation as the total score of assessment forms and components in the “Information Technologies for Management” syllabus is incorrectly indicated.

**BA Business Administration (English)**

There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.

- There is another potential technical error in the self-evaluation documentation – the subject "Introduction to Leadership" in the syllabus does not indicate the name of the main literature, only the author, order of publication, year are indicated

### **Component 1.5**

#### **BA Business Administration and Business Administration (in English)**

- The reading lists that have more than 5 items of basic literature should be revised and adjusted in such a way that the mandatory material becomes manageable for the student.

### **MA Business Administration**

- It Is Recommended to revisit the curriculum taking into account factors such as course objectives and learning outcomes to be achieved, topics to be covered, intensity, volume and complexity of the tasks to be performed, the volume and complexity of the resources used in the teaching process, and the specifics of the assessment of achievements.
- It Is Recommended to revisit the study courses of the programme in terms of compliance with the recommended main issues specified in the field specification.
- It Is Recommended to separate the course "Strategic management and modern concepts of management" into two mandatory courses "Modern concepts of management" and "Strategic management" with "Modern concepts of management" being the prerequisite for studying the "Strategic management" course.
- It Is Recommended to remove the topics related to game theory currently foreseen in the course "Strategic management and modern concepts of management" and establish an elective course "Game theory for managers" instead.
- It Is Recommended to revise the study preconditions for "Project management" and "Value Chain Management" with the precondition being the study of the "Modern concepts of management" course.

### **Component 2.1**

#### **MA Human Resources Management**

- It Is Recommended to complement the publicly available admission requirements by stating that proven practical experience in human resources management is necessary or desirable for enrolment and successful progression

### **Component 3.2**

#### **MA Business Administration, MA Human Resources Management and MA Public Administration**



- In all master's study programmes, it is recommended to strengthen the students' scientific research instruments and academic writing skills, Academic styles, source verification, and bibliography performance by providing best practice examples from other institutions in the European Higher Education Area and performing a fundamental technical review of thesis.

## **Component 4.2**

### **MA Human Resources Management**

- In order to perform the assessment, to provide a detailed breakdown of supervisor number by categories (professor, associate professor, with a PhD in the sectoral division, affiliated etc.) and provide the names of exact supervisors for the programme.

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

### **Cluster Suggestions**

## **Component 1.2**

- Ensure that the learning outcomes are always focused on the learner's achievements and not the learning process as such.

## **Component 4.1**

- Despite the extensive practical experience, it is desirable that most of the invited personnel would have a PhD degree.
- Based on the quantitative data of 5 years of scientific activities, the ratio of the total number of activities and the number of academic staff shows that the academic staff could be more involved in scientific activities (articles, conferences).

## **Component 4.4**

- It is suggested the library designs a training module in using the academic databases and proactively promotes it within the students and other stakeholders, to further support the quality of teaching and learning.

## **Component 5.3**

It is suggested to implement the qualitative approach of collecting data in the programs where the number of students is not that high so that the information can be collected with interviews and focus groups.

## **Suggestions According to Programs:**

### **Component 1.5**

#### **BA Business Administration and BA Business Administration (English)**

- In the syllabi for several subjects, it is indicated that the weekly examination is conducted in oral form. It is preferable to use a combined approach to evaluate the student, which includes taking a quiz in written form along with an oral examination.

## **MA Business Administration**

- To consider offering possible master's thesis topics for students, which are relevant in the conditions of modern global challenges, however, at the same time, the master's student should be given the opportunity to take the initiative in selecting the topic and agree it with the supervisor.

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

The review panel would like to highlight the particularly individual approach to students that is among the core principles at the Sulkhan-Saba Orbeliani University's business administration cluster. This individual approach is implemented through deliberately small student groups that allow for in depth individual interaction with each student. While student-centered approach is required by quality standards and is nowadays a crucial element of quality education, the review panel considers that the Sulkhan-Saba Orbeliani University has taken the concept of "student-centered" approach to the next level, especially in the Georgian context. While this is not the easiest solution for long-term sustainability for and is associated with certain risks that the university takes, it is definitely commendable to aim for quality instead of quantity in student numbers. However, the particular approach of the Sulkhan-Saba Orbeliani University works only under certain conditions and with high commitment of the university management, therefore should not be replicated as universal best practice.

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

The review panel **does not share the argumentative position of the Sulkhan-Saba Orbeliani University**, with the exception of Component 1.5 for BA Business Administration and BA Business Administration (in English) where the University stated that it does not agree with the recommendation for both programmes.

The review panel concludes that this recommendation remains unchanged for both programs (In relation to the main literature). As for the use of scientific articles as the main literature, the university's position is acceptable and the relevant part from the recommendation has been removed (this version of the report includes the amended recommendation).

The argumentative position of the review panel regarding the Component 1.5 is the following: "The self-assessment report indicates that the course is planned in such a way that the student is able to familiarize himself with, analyze, and gain an in-depth understanding of the main literature specified for each subject, which is complicated by the fact that a number of subjects in the Georgian-language program have from 8 to 13 main literature specified, while a number of subjects in the English-language program

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

have from 8 to 21 main literature specified (e.g., Academic Writing 21 main literature), which are also accompanied by other additional literature to be familiarized with around the given subject.

The university cites the following argument: there are no comprehensive books in a number of subjects, which is why it is necessary to refer to a given amount of basic literature. However, it also clarifies that despite its quantitative nature, it does not cause cognitive overload for students. It is worth noting that the syllabi of a number of subjects do not indicate the number of pages for the main literature for all topics, which would allow for a complete identification of the amount of material.

And, for example, we can mention several subjects/topics for which pages are indicated and they exceed 100 pages within one topic. For example: Business Fundamentals - Topic N3 learning material exceeds 120 pages, Topic N12 learning material exceeds 100 pages; Introduction to Leadership - Topic N1 learning material exceeds 140 pages, Topic N2 learning material exceeds 100 pages, etc.”

The Component 4.2 for the MA Human Resources Management has currently been assessed as “not compliant with the standards” because the information on the staff composition presented in the self-evaluation report was insufficient to assess the adequacy of the staff. In order to judge this standard as compliant and change the overall judgement for standard 4, the Sulkhan-Saba Orbeliani University needs to present to the Accreditation Council additional evidence that the staff complies with all requirements for the Component 4.2.

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

Out of 6 programmes submitted for accreditation, 5 programmes have already been accredited before, only the BA Public Administration is a newly developed programme. As explained under component 5.3, all programmes have undergone a certain type of external assessment – either just external accreditation or accreditation complemented with other peer reviews – and received recommendations to be implemented.

The external recommendations have mostly been related to allocation and shifting between mandatory and elective subjects or the introduction of new subjects. Other, more general changes have been related to the revision of assessment criteria, strengthening the English language component etc.

Programmes in the cluster have also been subject to changes in national sectoral standards and have been revised accordingly.

### **Evaluation approaches for the accreditation experts:**

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

1. Cluster and individual evaluation<sup>4</sup>

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

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	

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

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

All six study programmes included in the cluster have well-defined objectives that clearly demonstrate the knowledge, skills and competencies that the graduates will have upon completion. Study programme offer by the Sulkhan-Saba Orbeliani University has been carefully designed to reflect the demands of the society and the university's mission at the same time. Each study programme is unique in the context of this university and together they form a diverse and at the same time well-aligned set of programmes.

##### Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")<sup>6</sup>

The bachelor's programme "Business Administration" at Sulkhan-Saba Orbeliani University focuses on training qualified personnel in management. Its goal is to prepare graduates with deep knowledge in the field of business and management, who can adapt to the labor market based on the acquired knowledge and make rational decisions when applying it in practice. Depending on the program's objectives, students are given opportunities to conduct independent research, enhance their understanding of various disciplines, and develop essential research skills. These abilities ensure readiness for the next level of education. In order to achieve the goals of the programme, attention is focused on the issue of internationalization, which is confirmed by various events - participation of both students and staff in

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<sup>6</sup> 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).

international programs / projects / conferences / exchange programs. This is a contributing factor to determine the requirements and needs of the international market.

The programme, aligned with sectoral characteristics of higher education in business administration, includes courses that provide both theoretical knowledge and practical skills in economics, business and entrepreneurship, finance and risk management, marketing, human resources, information technology, and other disciplines. These subjects ensure that graduates possess both specific and general competencies at the undergraduate level. Therefore, the programme goals are specific and achievable, consistent with the university's mission.

In 2023-2024, Sulkhan-Saba Orbeliani University conducted a labor market research in terms of business administration, on the basis of which the university made a number of changes: such as academic writing, information technology in management, entrepreneurship and business models, international economics were added to the program as mandatory courses. And personal branding, environmental, social and corporate management, digital communication strategy were added as optional courses. Also added subjects in English (for example: corporate communication). As for the international market, in order to meet its requirements, the goal of the program is to ensure the mobility of students within the framework of Erasmus+ in the partner universities of different countries and the participation of students in international activities (lectures, seminars, conferences, projects).

Accordingly, the bachelor's program in business administration aims to train qualified specialists taking into account the requirements of the labor market, and accordingly the program has been modified based on the latest analysis of the labor market and sectoral characteristics.

#### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

Sulkhan-Saba Orbeliani University's bachelor programme "Business Administration" in English is focused on preparing qualified and competitive personnel for both the local and international markets. Its goal is to prepare graduates who can adapt to a multicultural environment based on the acquired knowledge, have the ability to communicate correctly, make rational decisions and manage business processes. Depending on the programme's objectives, students are given opportunities to conduct independent research, enhance their understanding of various disciplines, and develop essential research skills. These abilities ensure readiness for the next level of education. In order to achieve the goals of the programme, attention is focused on the issue of internationalization, which is confirmed by various events - participation of both students and staff in international programs / projects / conferences / exchange programs. This is a contributing factor to determine the requirements and needs of the international market.

The program, aligned with sectoral characteristics of higher education in business administration, includes courses that provide both theoretical knowledge and practical skills in economics, business and entrepreneurship, finance and risk management, marketing, human resources, information technology, and other disciplines. These subjects ensure that graduates possess both specific and general competencies at the undergraduate level. Therefore, programme goals are specific and achievable, consistent with the university's mission.

### **Description and Analysis - Programme 3 (bachelor's study programme "Public Administration")**

The objectives of the bachelor's programme "Public Administration" are framed around the specificities of the field and define the set of knowledge, skills and competences. The programme aims at providing broad theoretical knowledge grounded on the European values of public administration foundations, models, systems, principles and institutions, public administration values and ethical standards, main trends and challenges, as well as national and foreign scientific opinion related to public administration, institutional, legal, political and economic basics of public administration, organizational arrangement and forms of activity of administrative bodies, innovative mechanisms and tools, including e-government, needed for making and implementing result-oriented management decisions.

By aiming at theory-practice interaction the bachelor's programme "Public Administration" ensures that graduates analyze problems related to the field of public administration, and search for traditional and innovative ways to solve them, including through digital technologies.

The programme develops the ability to discuss, form and share conclusions, to respect the constitutional order, human rights, democratic and good governance principles, ethical and professional norms when making result-oriented decisions related to public administration. The programme with its objectives is in line with the needs of the field and society.

### **Description and Analysis - Programme 4 (master's study programme "Business Administration")**

The master's program "Business Administration", in accordance with the mission of Sulkhani-Saba Orbeliani University, aims to train a highly qualified specialists with modern theoretical and practical knowledge, competitive, aimed at the requirements of the labour market, who with acquired theoretical knowledge and practical skills, developed innovative visions will be able to optimally use resources in business, progressive introducing models and innovations and to participate in the growth of inclusive prosperity.

The objective of the programme is to train qualified specialists with the academic degree of Master of Business Administration, equipped with deep and systematic knowledge of the field of business administration, who: critically evaluate the theoretical approaches of business management and the latest achievements in the field of management activities; investigate and develop new, original ideas to increase management efficiency; analyze the changing business environment, including complex or incomplete information; assess internal and external business factors, identify development opportunities, and formulate decisions to resolve complex problems and improve management efficiency; utilize a diverse research toolkit for critically analyzing and innovatively synthesizing information; formulate strategic decisions based on quantitative and qualitative data analysis to facilitate effective business management; independently conduct research in the field of business administration in accordance with the principles of academic integrity, while using the latest methods and approaches, and present arguments and conclusions to both academic and professional communities in accordance with academic ethics standards; evaluate the importance of following business social responsibility and business ethics norms for achieving business success and fostering community development; develop professional knowledge and practice of business management through personal contributions; navigate and adapt to complex, unpredictable, multidisciplinary learning and work environments using innovative



strategic approaches; initiate independent studies and assume responsibility for both personal activities and the professional development.

#### **Description and Analysis - Programme 5 (master's study programme "Human Resources Management")**

The objectives of the master's programme "Human Resources Management" consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduates. They also illustrate the contribution of the programme to the development of the field and society. While working on the programme curriculum, the Sulkhani-Saba Orbeliani University considered the best local and international programme curricula.

The objectives of the master's programme "Human Resources Management" are focused on the preparation of a qualified, competitive specialist capable of defining the employees' management priorities, to independently plan and manage practical research by observing a specific organization's conduct in the HR management area, to focus on creating an organizational culture system which supports constant development and success of the institution.

Programme graduates are expected to properly perceive the changes that are underway in the private and public sectors, quickly adapt to changed circumstances and raise qualifications accordingly, practically realize professional potential and possibilities in cultural and social work, taking responsibility for others' activities and professional development using strategic approaches and effective management of the working environment.

#### **Description and Analysis - Programme 6 (master's study programme "Public Administration")**

The objectives of the master's programme in "Public Administration" take into account and consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences the programme aims to develop in graduates. They also illustrate the contribution of the programme to the development of the field and society. While working on the programme curriculum, the Sulkhani-Saba Orbeliani University considered the best local and international programme curricula. That also ensures internationalisation of the programme and the staff through a strong network of collaborators in the field developed by the institution.

The objectives of the master's programme in "Public Administration" are in full compliance with the university mission and tasks planned by the Faculty of Law and are publicly available in the information file on the particular study programme.

The master's program with its aims to develop in graduates multidisciplinary, deep and systematic knowledge of public administration, the state organization of Georgia, the functioning of local self-government, the national and regional importance of the European integration process of Georgia, as well as the main principles of the functioning of the European Union as an organization is in alignment with the development trends of the field and the society. While developing programme curriculum demands for local and international labour markets were considered and consultations with employers were held. While the programme is particularly focused on the Georgian context, the international trends have been considered and internationalisation opportunities are offered to students of all disciplines, including Public Administration.

## Evidences/Indicators

- Self-evaluation report;
- Curriculum;
- Research - labor market in Georgia in terms of business and administration specialists;
- Interviews with the head of the program, faculty dean, chancellor and vice-rector;
- interviews with academic and invited staff;
- Interviews with students, graduates and employers;
- University website: [www.sabauni.edu.ge](http://www.sabauni.edu.ge).

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

**Suggestions** - non-binding advice for the programme development

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and Suggestions according to the programmes:** N/A

## Evaluation <sup>7</sup>

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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>7</sup> Evaluation is performed for each programme separately.

## 1.2 Programme Learning Outcomes

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

### 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 review panel was confident that the learning outcomes are related to each particular programme and the rigid constructive alignment has taken place when formulating. This is confirmed by the maps of programme objectives and learning outcomes and maps of learning outcomes of compulsory and elective study courses for all programmes

However, the review panel would like to share an opinion on potential future improvements that could be beneficial for all study programmes.

The division of programme learning outcomes in “knowledge and understanding – skills – responsibility and autonomy” (as currently used for MA Business Administration and MA Human Resources Management) for all programmes would facilitate greater alignment between the course content and programme-level outcomes and allow to more easily identify gaps in any of the three sections. This would add to the flexibility regarding updating the learning outcomes. Programme learning outcomes are consistent with employment demands of programme graduates and enable graduates to continue their education on the next level of education.

Constant consultations are held with stakeholders for proper implementation of the programme and further development of its learning outcomes. Therefore, the review panel can conclude that the learning outcomes are overall consistent with employment demands of programme graduates.

However, some learning outcomes are rather lengthy and complex, encompassing several elements, sometimes distantly related (particularly visible in the English translation of the documents). From the administrative and content design perspective, it would be recommended to reduce the number of elements included in each separate learning outcome – to cover the overarching elements only while still keeping the total number of learning outcomes reasonable (up to 10 for programme level, covering the three sub-sections). This would also improve the measurability of learning outcomes. Another smaller remark that should be considered is that the learning outcomes should always be focused on the learner’s achievement and not the learning process itself as noticed, for example, in the construction “searches for information in Georgian and English ” (BA Public Administration).

According to surveys performed by the university administration, the stakeholders are satisfied with the level of graduates.

## **Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")<sup>8</sup>**

The learning outcomes of the bachelor's programme "Business Administration" of Sulkhan-Saba Orbeliani University ensure the achievement of learning outcomes corresponding to the bachelor level descriptor of the National Qualifications Framework for Higher Education and the sectoral characteristics of higher education in business administration. The learning outcomes are:

- explains the basic theories and principles of economic principles; describes the management issues of business organizations, namely: basic principles and methods of management of functional areas of business - general, strategic, operational and innovative management, project and human resource management, marketing and financial accounting; issues of company operation and strategy maneuvering in the local and global business environment;
- analyzes business processes; searches for and processes relevant statistical and financial information while working on strategic plans; participates in the implementation process of individual and group research works and practical business projects;
- describes the external and internal environment of the business, analyzes the competitive strategy, substantiates and formulates conclusions and business ideas, offers recommendations through SWOT analysis, statistical information analysis and other standard and/or innovative methods. Based on this, he/she will present an oral and written report to academic and professional circles in Georgian and English using effective communication and modern technologies.
- consistently and multifacetedly evaluates own learning process and determines further learning needs; Able to increase knowledge independently, using literature, recognize research methods and work on a bachelor's project.
- analyzes the social responsibility of business, can participate in the process of formation of organizational, ethical, social norms.

The results of the programme ensure the formation and development of both theoretical and practical skills for the graduate, including the following – explaining economic theories and principles; describing business management principles, related processes and risks; analyzing the interrelationship of different disciplines and making rational decisions; ability to assess the business environment; the possibility of using modern information technologies; ability to conduct research independently.

With these skills, graduates are capable of producing both written and oral reports. Based on the results of the programme, the graduate can continue his studies at the next level of higher education. It should be noted that the Sulkhan-Saba Orbeliani University conducts market research in order to determine the compliance of the programme results with the market requirements. A survey of students is also conducted once a year in order to evaluate the study results, based on which, if necessary, changes in the programme are made. In the teaching process, the electronic management system of the educational process is used to record results of students.

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<sup>8</sup> 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).

The programme includes both field-specific and general competencies developed through various courses. According to the map of programme goals and learning outcomes, each goal in the programme corresponds to the programme's learning outcomes, and in turn, each of the programme's learning outcomes has set target marks. Competencies (knowledge and awareness; ability; responsibility and autonomy) are defined according to the learning outcomes map of the programme's mandatory and optional courses.

However, as explained in the general section for this standard, the learning outcomes for this programme do not differentiate between knowledge and understanding – skills – responsibility and autonomy. The five provided statements are rather complex, and would benefit from revision in terms of the number of elements covered by one learning outcome.

### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

The learning outcomes of the bachelor's programme "Business Administration" in English at the Sulkhan-Saba Orbeliani University ensure the achievement of learning outcomes corresponding to the bachelor-level descriptor of the National Qualifications Framework for Higher Education and the sectoral characteristics of higher education in business administration. The learning outcomes are:

- in the context of sustainable development of business provides detail explanation of: (a) business macro-micro environments; (b) business processes; and (c) ongoing trends in functional areas of business administration. Utilizes modern communication and informational technologies. Identifies business associated risks and develops hedging strategies;
- develops and implements a research/practical project/paper specific to the field of business administration and presents it in appropriate forms using modern technologies;
- analyzes business/economic activities of the organization, using quantitative and qualitative methods, elaborates ways/recommendations to solve problems related to functional areas of business;
- uses business administration methods, economic laws, and management principles to formulate organizational policies and solve problems in typical situations;
- performs financial accounting in accordance with international financial standards and legislation. Reports accordingly, prepares financial statements (balance sheet, income statement, equity statement, cash flow statement), compares budget plans with actual financial data. Records inventory and allocates resources purposely and efficiently. Analyzes financial efficiency ratios and creates financial models. uses IT technologies in financial management;
- based on the analysis of external and internal factors of the organization, formulates strategy, tactics, action plan as well as identifies a strategic position for the organization, which is effectively used for the strategic management of human resources, production processes, operational and project management at the corporation, business, functional and operational levels;
- creates a customer-centric infrastructure across the organization to build customer relationships. Influences strategy formulation and corporate investment decisions. Plans/defines and leads the brand strategy development process and contributes to the correct positioning of the brand. Communicates with stakeholders. Develops integrated marketing communication plans using both physical and digital tools. Possesses relevant IT and software skills to ensure necessary communication with the media including social media. Participates in (leads) an organization-wide collaborative process to develop

customer value. Determines the relevant indicators of the effectiveness of the marketing plan. Manages (helps manage) people, processes and brands to maintain corporate reputation;

- Respects and share values of liberty, democracy, accountability, solidarity, and economic freedom.

The results of the programme ensure the formation and development of both theoretical and practical skills for the graduate, not only for the local, but also for the international competitive market, including the following – understanding of economic theories and principles; analysis of business management principles, related processes and risks; ability to draw up business projects and take them to the international market; analyzing the interrelationship of different disciplines and making rational decisions; ability to assess the business environment; the possibility of using modern information technologies; forecasting events according to various indicators; ability to conduct research independently.

With these skills, graduates are capable of producing both written and oral reports. Based on the results of the programme, the graduate can continue his studies at the next level of higher education. It should be noted that the university conducts market research in order to determine the compliance of the programme results with the market requirements. A survey of students is also conducted once a year in order to evaluate the study results, based on which, if necessary, changes in the programme are made. In the teaching process, the electronic management system of the educational process is used to record the results of the students.

The programme includes both field-specific and general competencies developed through various courses. According to the map of programme goals and learning outcomes - each goal in the programme corresponds to the learning outcomes of the programme, and in turn, each of the learning outcomes of the programme has set target marks. Competencies (knowledge and awareness; ability; responsibility and autonomy) are defined according to the learning outcomes map of the programme's mandatory and optional training courses.

However, for this study programme several learning outcomes, in particular No.7, are formulated in a complex way, combining several elements instead of focusing on one general element. Also, the outcomes are focused on activities (“performs”, “creates”) instead of achievements “Is able to analyse, identify, develop”.

### **Description and Analysis - Programme 3 (bachelor’s study programme “Public Administration”)**

The learning outcomes of the bachelor’s programme “Public Administration” 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 that students gain upon completion of the programme. The learning outcomes of the programme are as follows:

- discusses the foundations of a public administration, basic models, systems and institutions, forms of organizational arrangement and activity of administrative bodies, main trends and modern challenges of public administration, as well as the necessary mechanisms for their solution;
- understands the values, and ethical standards of public administration, social, legal, political and economic foundations and basic principles of public administration;

- explains the processes of public administration, the main forms and stages of administrative production, the basics of human resources and public finance management;
- identifies problems related to public administration and develops ways to solve them using appropriate research methods;
- compiles administrative-legal documents related to public administration, develops reasoned conclusions and presents them in an appropriate form, including using modern information and communication technologies;
- searches for information in Georgian and English and conducts small-scale research under the supervisor's direction, following the principles of academic integrity and ethics;
- protects the principles of constitutional order, human rights, democratic and good governance, ethical and professional norms when making decisions related to public administration individually or as a part of a team;
- is focused on following innovations and constantly updating knowledge in the field of public administration.

While the activities encompassed by the learning outcomes are clear, some outcomes are focused on activities ("performs", "creates", "searches") rather than achievements "Is able to analyse, identify, develop".

#### **Description and Analysis - Programme 4 (master's study programme "Business Administration")**

The learning outcomes of the master's programme in Business Administration 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. The learning outcomes of the programme are as follows:

- Knowledge and understanding
  - demonstrates deep and systematic theoretical knowledge in the field of business administration, encompassing modern management concepts, strategic management, managerial economics, business statistics, entrepreneurship and innovation management, business environment and markets, strategic marketing management, strategic communications, value chain management, organizational changes, human resources management, project management, management accounting, financial management, business ethics, and related areas.
  - for effective business administration, recognizes the importance of critically analyzing the latest achievements in management activities and generating innovative, original ideas.
  - recognizes the necessity and responsibility to assume leadership in the process of business administration.
- Skills
  - navigates adeptly in a changing business environment, including amidst conditions of complexity or incomplete information;
  - investigates and integrates new, original ideas to address intricate business administration challenges; through critical analysis and innovative synthesis of information, evaluates a specific business situation, and formulates an appropriate strategic decision;

- independently conducts research in the field of business administration, adhering to the principles of academic integrity, and employing the latest methods and approaches;
- engages in argumentative discourse and presents research findings and conclusions in the field of business administration to both the academic and professional community, ensuring adherence to academic ethics standards;
- evaluates the importance of adhering to business social responsibility and ethics norms for achieving business success and fostering community development.
- Responsibility and autonomy
- actively contributes to the professional knowledge and practice of business administration by creatively synthesizing acquired knowledge and engaging in practical action;
- applies theoretical knowledge of business administration to effectively manage a complex, unpredictable, multidisciplinary learning and work environment, employing innovative strategic approaches for adaptation.
- demonstrates the ability to autonomously manage one's own learning process for continuous professional development, while also assuming responsibility for fostering the professional development and performance of others.

The learning outcomes defined for this programme are an example of good practice - they are relatively short and concise and effectively convey the main expected outcome.

#### **Description and Analysis - Programme 5 (master's study programme "Human Resources Management")**

The learning outcomes of the MA programme in Human Resources Management 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. The learning outcomes of the programme are as follows:

- Knowledge and Understanding
  - Has problem-based knowledge of personnel policy planning, staff recruitment, selection, retention and motivation, determination of remuneration and labor compensation, organization of labor law and safe working conditions, employment and labor market policies, performance appraisal and professional development, future careers Employment Branding, Predicting Gene-Z Generation Behavior in the Modern Labor Market, and Talent Management System in the Digital Transformation Process; Recognizes the peculiarities of conflict management and mediation, social responsibility, leadership theories and mentoring relationships both in the process of compatibility of personal incentives with the strategic interests of the organization, as well as in the realization of the long-term development perspective of the organization.
- Skills
  - In order to establish trusting relationships and organizational culture, evaluates a specific organizational situation based on modern concepts of human resource management, critical analysis of information and innovative synthesis, identifies existing problems and risk factors, seeks innovative ways to overcome them, A personnel policy that is naturally compatible with core values and makes appropriate strategic decisions;
  - Establishes a modern organizational culture and personnel recruitment system based on the common interests of the organization and employees, creates a strategy for retaining and professional



growth of employees, as well as attracting and identifying talents, evaluates the efficiency of performance in terms of costs and benefits; Works on the principle of teamwork, rationally distributes time and tasks in the group, evaluates the contribution of teamwork and the incentive system for the successful functioning of the organization;

- Critically analyzes and evaluates the prospects and expediency of the introduction of international standards in labor relations, prepares organizational and individual documents and job descriptions related to labor relations;

- Plans and conducts practical research independently in the field of human resource management using the latest methods and interdisciplinary approaches, adhering to the principles of academic integrity and ethics; discusses current issues in human resource management, formulates research results and conclusions, which are presented to the academic and professional community with an appropriate degree of independence, adherence to academic ethics standards and the use of modern communication technologies.

- Responsibility and Autonomy

- Considering the competencies acquired in human resource management and by implementing innovative strategic approaches in practice, will adapt to a complex, multidisciplinary, changing organizational environment; Also, independently for the purpose of continuous professional development, conducts the evaluation and development process of its own and employees' capabilities, adhering to the principles of good faith, ethics and collegiality.

- Takes responsibility for the activities and professional development of the team members through the development and implementation of career management systems; Provides social responsibility in the process of planning and implementing the strategic development of the organization.

The learning outcomes are overall well structured. However, most learning outcomes consist of several separate outcomes and list some supporting information that is not expressed in the form of a learning outcome.

#### **Description and Analysis - Programme 6 (master's study programme "Public Administration")**

The learning outcomes of the MA Programme in Public Administration 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. The learning outcomes of the programme are as follows:

- systematically describes the principles, concepts and functions of public administration, constitutional regulation of public administration and legal instruments for its implementation, the manner and process of decision-making in the field of public administration, types of administrative proceedings, principles and basic forms of public body activity, public finance management mechanisms, public modern models of organizational structure and management of institutions, critically considers complex problems in the field of public administration and administrative law;

- possesses systematic knowledge of the main aspects of the state organization of Georgia, the constitutional status and rights and duties of the state bodies of Georgia, the structure and functions of local self-government and its relationship with the central government, issues related to the European integration of Georgia, the main aspects and current problems of Georgia-EU cooperation;

- comprehensively evaluates the problematic issues of public administration and determines the optimal ways to solve them, reveals unethical actions in the public service and identifies those who commit them, and protects the interests of the public service in order to ensure an ethical environment. Independently assesses risk factors and uses innovative methods to assess, analyze and formulate response mechanisms. critically analyzes the features of the public finance system and looks for effective means of budget realization;
- analyzes the process of cooperation between the European Union and Georgia and its subsequent results, correctly defines the destination of the country's integration into the European and Euro-Atlantic structures in order to ensure a better public administration system;
- drafts various administrative acts, develops strategic management and policy planning documents, plans and participates in proceedings determined by legislation to resolve a specific issue in the field of public administration, determines effective and efficient communication tools with the public, as well as independently plans in the field of public administration through academic writing techniques and conducts research;
- uses the acquired knowledge in daily processes and independently makes important decisions in the public service, following the general rules of public service values, principles and ethics;
- by using his professional knowledge, he makes a significant contribution to the formation of the "good governance" system of a democratic state and its future development, taking into account the constitutional order and basic human rights.

The learning outcomes are formulated in a rather complex way, where each learning outcome consists of several separate outcomes. Also, occasionally the form of activity/process ("drafts", "develops") has been preferred over an outcome.

### **Evidences/Indicators**

- Self-evaluation report;
- Maps of programme objectives and learning outcomes;
- Map of learning outcomes of compulsory and elective study courses for programmes;
- Learning outcomes target indicators and evaluation plan;
- Research - labor market in Georgia in terms of business and administration specialists;
- Interviews with heads of the programmes, faculty dean, chancellor and vice-rector;
- interviews with academic and invited staff;
- Interviews with students, graduates and employers;
- University website: [www.sabauni.edu.ge](http://www.sabauni.edu.ge).

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

- Describe programme-level learning outcomes by using the sub-categorization of "knowledge and understanding – skills – responsibility and autonomy";
- Consider simplifying the formulations and structure of learning outcomes to ensure the measurability of each separate learning outcome and that every learning outcome is focused on a single central issue;

### General suggestions of the cluster:

- Ensure that the learning outcomes are always focused on the learner's achievements and not the learning process as such.

Recommendations and suggestions according to the programmes: N/A

### 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 (BA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	<input type="checkbox"/>	X	<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.

### 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 Sulkhan-Saba Orbeliani University uses a two-fold evaluation mechanism for evaluating learning outcomes that is based on the analysis of achieved targets' and the analysis of students' grades.

A "Map of the program's mandatory study courses and its learning outcomes" is elaborated for each programme that is used during the whole process of the evaluation of learning outcomes. Each academic course has particular target marks that are evaluated with the ECTS ranking points. In terms of procedures, the target marks in the mandatory subjects are checked initially with the ECTS points, out of which 10% of the students must meet the A grade, 25% - B grade, 30% - C grade, 25% - D grade and 10% - E- grade.

Learning outcomes are assessed in the end of every year for the analysis and comparison with the previous year's achievements. The report on achievement of the learning outcomes is submitted to the faculty board for examination and the board is authorized to elaborate recommendations for the next academic year. This report is used by the university for further sophistication of the evaluation process and to monitor the progress of the fulfillment of the target marks.

The academic/scientific and visiting staff undergo an introductory training when joining the Sulkhan-Saba Orbeliani University. Later, an annual training is provided. During this training they are also familiarised with the working methods at the university and the definition and evaluation of learning outcomes. Support is ensured through mentoring by more experienced colleagues, by programme directors and by university administration.

The evaluation of the learning outcomes is also checked via direct method – by analyzing the students' academic grades based on the ECTS ranking points. The ECTS ranking scale represents the target mark of the grades' outcomes' efficiency, according to which, the target marks of the group which passed the examinations are as follows: 10% of the students get A grade, 25% - B, 30% - C, 25 % - D and the remaining 10% - E. The final grade received as part of the academic course represents the percentage values of the learning outcomes. The percentage values are aggregated in the programmatic learning outcome according to the map of competencies.

In case of an error identified after the analysis of the grades, diverse responsive mechanisms are used:

a) Modification of the target marks of learning outcomes;

or/and

b) Reviewing the learning-teaching methods of respective academic courses and modifying them in case of necessity.

The Sulkhan-Saba Orbeliani University also uses an indirect method of evaluating learning outcomes that implies polling stakeholders and analyzing the inquiry results. According to the specific nature of the programme, the students, graduates, teaching staff members and employers are polled using a pre-structured questionnaire. The surveys are conducted by the Quality Department per semester and annum. This survey is anonymous, referring to diverse issues regarding the programme structure and its components. The survey results are applied to develop the programme and improve the process of evaluation of learning outcomes.

If necessary, description and analysis according to the education programmes N/A

#### Evidences/Indicators

- Self-evaluation report;
- Quality Assurance Mechanisms, Evaluation Results and Rule of Their Use;
- The map of programs objectives and learning outcomes;
- Results of interviews conducted during the accreditation visit.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes: -

#### 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
  - The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.
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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 review panel found the structure and content of educational programmes developed appropriately, in line with the standards and also in line with current developments in business administration education. The review panel has made only one recommendation and two suggestions for the bachelor's programme "Business Administration" and the bachelor's programme "Business Administration" (in English).

#### **Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")<sup>9</sup>**

Graduates of Sulkhan-Saba Orbeliani University's bachelor's programme "Business Administration" are awarded the qualification of Bachelor of Business Administration in Management. In accordance with the "Methodology of planning, formulating and developing educational programme and its approval procedure", it is necessary to accumulate 240 (ECTS) credits to complete the said programme. The programme includes both compulsory and optional subjects. Within the framework of the bachelor's programme, the student's workload includes both contact and independent work. The programme includes training courses, practice and preparation/defense of a bachelor's thesis. From the number of credits, 10 (ECTS) credits are provided for the bachelor's thesis, where the student under the supervision of the supervisor has the opportunity to demonstrate the knowledge and skills acquired during the given period. For the practical component, 8 (ECTS) credits are provided, which allows the student to develop skills that will help to easily adapt to the work environment. In this regard, the university presented memoranda, which ensure that the student can pass the practical component in different types of institutions.

The bachelor's programme has been updated in accordance with accreditation recommendations and the requirements of the sectoral characteristics of management. A labor market study was conducted to identify modern labor market challenges, and employer feedback was incorporated into programme revisions. Surveys of employers, graduates, and students were also carried out to identify potential gaps and improve the programme. In the end, the programme was updated in accordance with the "Methodology of planning, formulating, development of the educational programme developed by the university and its approval procedure". Subjects have been added (for example, international economics) and the obligation (compulsory/optional) component has been changed for a number of subjects (for

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<sup>9</sup> 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).

example, entrepreneurship and business models). Also, the internationalization issues have been considered in the bachelor's programme, in particular, it includes a subject with an English component (corporate communication), English language for tourism and business, and it is also worth noting that the English language is taught by foreign lecturers.

It should be taken into account that the subject "Social Research Methods" is currently included in the programme as a faculty elective course. However, it is indicated in the syllabus that it is mandatory. In the opinion of the review panel, it is recommended as a mandatory study component in the programme, or the subject should be modified in such a way that it would be possible to introduce "Research Methods" and/or "Research Methods in Business" as a mandatory study component for the student. The study of the mentioned subject will give the student the ability to carry out research in various directions, which will also help to prepare a bachelor's thesis.

There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.

There is another potential technical error in the self-evaluation documentation as the total score of assessment forms and components in the "Information Technologies for Management" syllabus is incorrectly indicated.

The bachelor's programme begins with the study of compulsory study courses, which are a prerequisite for studying other study courses. Among them, it is worth noting that at the beginning of the bachelor's programme, such subjects as communication, presentation and discussion techniques, as well as the study of mandatory courses in academic writing, which is a contributing factor to work on the final bachelor's thesis, are considered. The constituent components of the programme are sequentially distributed according to the semesters with logical prerequisites, and the prerequisites for admission to the next component are adequate. The structure of the bachelor's programme is formed by the following principle of knowledge transfer – from general to specific, from simple to complex.

### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

The Sulkhani-Saba Orbeliani University's bachelor's programme "Business Administration" in English awards students the bachelor's degree in Business Administration. In accordance with the "Methodology of planning, development of the educational programme and its approval rule", it is necessary to accumulate 240 (ECTS) credits to complete the said programme. The programme consists of three modules – general, business administration and concentration modules (Finance, Management, Marketing). The programme includes both compulsory and optional subjects. Within the framework of the bachelor's programme, the student's workload includes both contact and independent work. The programme includes: training courses, practice and preparation/defense of a bachelor's thesis. From the number of credits, 14 (ECTS) credits are provided for the bachelor's thesis, where the student under the supervision of the supervisor has the opportunity to demonstrate the knowledge and skills acquired during the given period. For the practical component, 5 (ECTS) credits are provided, which allows the student to develop skills that will help to easily adapt to the work environment. In this regard, the university presented memoranda, which ensure that the students will be able to pass the practical component in different types of institutions.

A number of factors were considered to modify the “Business Administration” programme in English language: such as the comparison of the educational programme (benchmarking) with similar educational programmes of European partner universities, labor market research to identify modern challenges, academic and visiting staff were involved in the modification process, whose proposed changes were taken into account when the programme was changed. In the end, the programme was updated in accordance with the methodology of planning, formulating, development of the educational programme developed by the university and its approval procedure. Internationalization issues have been taken into account in the programme, for example, several subjects are taught by foreign lecturers. The constituent components of the programme are sequentially distributed according to the semesters with logical prerequisites, and the prerequisites for admission to the next component are adequate.

There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.

There is another potential technical error in the self-evaluation documentation – the subject "Introduction to Leadership" in the syllabus does not indicate the name of the main literature, only the author, order of publication, year are indicated.

The structure of the programme is based on the following principle of knowledge transfer – from general to specific, from simple to complex.

### **Description and Analysis - Programme 3 (bachelor’s study programme “Public Administration”)**

The bachelor’s programme “Public Administration” consists of 240 ECTS credits. This includes university mandatory academic courses amounting to 36 ECTS, English language component amounting to 24 ECTS, main academic field mandatory courses amounting to 144 ECTS and including Practical Clinic of Public Governance (12 ECTS) and bachelor thesis (12 ECTS), the main academic field optional academic courses – amounting to 36 ECTS, out of which 18 ECTS are mandatory from the programme-envisaged optional courses. To accumulate the rest 18 ECTS, the student can select subjects from the bachelor’s programme of Public Administration and any bachelor’s programmes offered at the university. The contents of the curriculum and distribution of ECTS credits among different components are in alignment with the “Methodology for planning, designing and developing of educational programmes”, is consistent, logical and in compliance with the content requirements of the qualification to be awarded. While working on the programme curriculum, the best Georgian and international programmes were studied and considered. The programme development team was also engaged in communication with the relevant stakeholders to get their insights about planning the contents of the courses.

When all this information was analyzed, the programme structure was planned in a way that ensures the enrolled students obtain complex knowledge and required skills that are necessary for a public servant. The programme structure is balanced, presenting general academic courses on politics, law, economics, finances and management ensuring compatibility with the field and with the demands of the labour market.

### **Description and Analysis - Programme 4 (master’s study programme “Business Administration”)**



The master's programme "Business Administration" amounts to 120 ECTS that are split into the following components – teaching (90 credits) and research (30 credits – execution and defense of the master's thesis) components. The 90 credits are distributed as follows: 78 credits of compulsory courses of the main field of study and 12 credits of elective courses of the main field of study. Compulsory training courses provide an opportunity to master the basic competencies of business administration in depth. Elective courses are offered in the second and third semesters and may be taken subject to prerequisites. Delivery of elective courses is determined by the university. Elective courses are multifaceted and the master's student, taking into account the interests, can acquire/enhance specific knowledge and develop skills in global and entrepreneurial vision, innovative management, marketing, finance, strategy, analysis, human resource management, sustainable development and circular economy, public-private partnership and others in the direction.

On one hand, the programme focuses on an in-depth study of theoretical knowledge as well as the elaboration of research skills. The programme-proposed courses allow the students to understand the obtained knowledge and use it in practice, search for and process scientific literature. While working on the programme curriculum development, the analysis of relevant programmes was conducted and labour market demand was considered. The programme is in line with the requirements of the field of study.

#### **Description and Analysis - Programme 5 (master's study programme "Human Resources Management")**

The master's programme "Human Resources Management" contains 120 ECTS that are split into the following components – 90 credits for the educational component (63 ECTS for mandatory courses, 27 ECTS for elective courses - including 6 ECTS for the practical component named "Practical Clinic"). A total of 30 ECTS belong to the master's project. The master's programme has a consistent structure as defined by the legislation of Georgia, which ensures the knowledge transfer according to the following principle – from general to specific, from simple to complex. The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

On one hand, the programme focuses on an in-depth study of the theoretical knowledge and HR management full cycle, as well as the elaboration of the research skills. The programme-proposed courses allow the students to understand the obtained knowledge and use it in practice, search for and process scientific literature. While working on the programme curriculum development the analysis of relevant programmes was conducted and labour market demand was considered. The programme is in line with the requirements of the field of study. The programme structure is consistent and well organized. teaching and scientific-research components and content of the programme (including each individual course) are logically planned. The programme considers new research findings and modern scientific achievements.

#### **Description and Analysis - Programme 6 (master's study programme "Public Administration")**

Master's programme "Public Administration" is built around 120 ECTS distribution. The main academic field educational courses constitute 102 ECTS (72 credits include the mandatory academic courses, Practical Clinic - 10 credits, while 20 credits are dedicated to a research project). As part of the rest 18 ECTS, the student can select an academic course from the optional courses of the key educational field

of the master's programme "Public Administration" and any master's programmes that are offered in the university.

While developing the programme curriculum, various aspects were considered, in particular labour market demands, evaluation of similar programmes on the market and consultations with the employers. The content and/or structure of the programme ensure the individuality of the programme, especially from the perspective of practical components. The programme considers new research findings and modern scientific achievements, through its strong internationalisation vision.

The programme curriculum ensures a proper balance between theoretical and practical components relevant to the academic discipline. Competences are allocated logically and consistently. The compatibility of the objectives and outcomes of the programme ensures the learning outcomes formation at a specific level defined as part of the higher education qualifications.

The programme content considers the latest research findings and internationalisation is considered in the form of best practice, however, both study programmes in Public Administration are rooted in the national context, therefore the national perspective and needs are prioritised.

Programme development process was based on the engagement of all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.), through a collaborative process, and their specific perspectives ensure the individuality of the study programme.

Correct information on the study programme is publicly available on the Sulkhan-Saba Orbeliani University's website.

### **Evidences/Indicators**

- Self-evaluation report;
- Methodology of planning, formulating and developing educational programme and its approval procedure;
- Quality Assurance Mechanisms, Assessment Results and their Application Procedure;
- Memoranda;
- Programme syllabi;
- Research - labor market in Georgia in terms of business and administration specialists;
- Interviews with heads of programmes, faculty dean, chancellor and vice-rector;
- Interviews with academic and invited staff;
- Interviews with students, graduates and employers;
- University website: [www.sabauni.edu.ge](http://www.sabauni.edu.ge)
- Survey results

**General recommendations of the cluster:** N/A

**General suggestion of the cluster:** N/A

### Recommendations and suggestions according to the programmes:

#### Programme 1 (bachelor's programme "Business Administration")

##### Recommendation(s):

- The existing subject "Social Research Methods" should be considered a mandatory component of the programme, or the course should be modified to introduce "Research Methods" and/or "Research Methods in Business" as mandatory components for students.
- There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.
- There is another potential technical error in the self-evaluation documentation as the total score of assessment forms and components in the "Information Technologies for Management" syllabus is incorrectly indicated.

##### Suggestion(s):

#### BA Business Administration (English)

##### Recommendation(s):

- There is a potential error in the self-evaluation documentation as several subjects are mentioned in the syllabus as compulsory, but in the curriculum, they are indicated as optional.
- There is another potential technical error in the self-evaluation documentation – the subject "Introduction to Leadership" in the syllabus does not indicate the name of the main literature, only the author, order of publication, year are indicated.

##### 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 (BA Business Administration)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 4 (MA Business Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 (MA Human Resources Management)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 (MA Public Administration)</b>	<b>X</b>	<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.

#### 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 review panel considers that the syllabus of academic courses/ subjects included in the study programmes is overall relevant and compatible with each study programme. The review panel has made several comments concerning both the content and technical aspects of all three programmes in Business Administration.

#### Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")<sup>10</sup>

There is a well-structured syllabus for each course (compulsory and elective) in the bachelor's programme "Business Administration", which includes all the necessary details for both the lecturer and the students, namely the course prerequisites, brief description, objectives and results. According to the learning outcomes map of the compulsory and optional courses of the programme, within each subject, competencies are indicated, which means knowledge and understanding, skills and responsibility and autonomy. Also, the syllabi indicate the analysis of student workload in contact hours, evaluation scheme, study methods, basic and additional literature, weekly lecture schedule (topic, reading material), quizzes and amount of credit for the course. All syllabuses are drawn up in the same format, which makes it easier for students to get the information they need. The difference between them is only in the description of the learning outcomes, which is partly due to the differences between the subjects. The courses in the bachelor's programme "Business Administration" focus on developing sectoral competencies and

<sup>10</sup> 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).

applying theoretical knowledge in practice. Also, the results of the courses are in line with the corresponding level of the National Qualifications Framework. However, it should be noted that the self-assessment report indicates that courses are planned in such a way that the student can familiarize, analyze and thoroughly understand the main literature indicated for each subject, which is complicated by the fact that several subjects have 8 to 13 main literature sources indicated that are also accompanied by other additional literature related to the given subject. In the university library, the main literature sources indicated in the syllabuses were selectively checked and all the required study materials were presented to the review panel.

### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

There is a well-structured syllabus for each course (compulsory or elective) which includes all the necessary details for both the lecturer and the students, namely, the course prerequisites, brief description, objectives and results. According to the learning outcomes map of the compulsory and optional courses of the programme, within each subject, competencies are indicated – knowledge and understanding, skills and responsibility and autonomy. Also, the syllabi indicate the analysis of student workload in contact hours, evaluation scheme, study methods, basic and additional literature, weekly lecture schedule (topic, reading material), quizzes and the amount of credit for the course. All syllabuses are drawn up in the same format, which makes it easier for students to get the information they need. The only difference between them is in the description of the learning outcomes, which is partly due to the differences between the subjects. In general, the courses provided in the bachelor's programme "Business Administration" in English focus not only on the development of sectoral competencies, but also on the development of values and skills required for the global market, and on the application of theoretical knowledge in practice. Also, the results of the courses are in line with the corresponding level of the National Qualifications Framework. However, it should be noted that the self-assessment report indicates that the courses are planned in such a way that the student can familiarize, analyze and thoroughly understand the main literature indicated for each subject, which is complicated by the fact that a number of subjects have 8 to 21 main literature sources indicated (for example, academic writing). These main literature sources are also accompanied by other additional literature related to the given subject. In the university library, the main literature sources indicated in the syllabuses were selectively checked and all the required study materials were presented to the review panel.

### **Description and Analysis - Programme 3 (bachelor's study programme "Public Administration")**

The learning outcomes of the academic courses are in compliance with the learning outcomes that are provided for the academic programme given in the curriculum. The learning outcomes of the courses are also in line with the requirements relevant to the academic field. The outcome of every single academic course is derived from the academic course goals and contents. Besides, they correspond to the respective education step and area-related characteristics.

Mandatory courses have particular learning outcomes assigned that are described in detail in syllabi and are also indicated in the map of learning outcomes. The learning outcomes are distributed among introductory courses (Introduction), development courses (Developing), practical courses (Practical) and mastering courses (Master).

The content of each course and the relevant assessment methods ensure the achievement of the learning outcomes. The ratio between contact and independent hours is logical.

Course syllabi are based on up-to-date literature that is in line with field requirements and complies with the learning outcomes. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes, ensure the achievement of programme learning outcomes and consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

#### **Description and Analysis - Programme 4 (master's study programme "Business Administration")**

The learning outcomes of the master's programme "Business Administration" are logical and in line with the requirements of the qualification that is to be awarded. The mandatory courses allocated to the programme ensure a proper balance of Developing, Practical and Master components. The learning outcomes of the learning courses are derived from the goals and content of the academic course and correspond to the respective level of higher education. The content of the academic course and the number of credits ensure the achievement of the learning outcomes defined for this course. The literature given in the syllabi is up to date and in line with the requirements of the field and level of the study.

Despite the above, the review panel considers it appropriate to take into account certain recommendations, which will increase the possibility of achieving the goals of the study programme.

The courses currently included in the study programme should be reviewed taking into account factors such as course objectives and learning outcomes to be achieved, topics to be covered, intensity, volume and complexity of the tasks to be performed, the volume and complexity of the resources used in the teaching process, and the specifics of the assessment of achievements. Also, in order to achieve the learning outcomes of the programme, to develop the competencies of the graduates, to develop the theoretical and academic skills of the master's students, it is recommended to revise the study courses of the programme in terms of compliance with the recommended main issues specified in the field specification.

In order to identify the knowledge, skills and competencies of individual disciplines by the graduates, it is recommended to revisit the approach in teaching the course "Strategic management and modern concepts of management". Instead of the mentioned course, it is advisable to include two mandatory courses – "Modern concepts of management" and "Strategic management". In addition, the course "Modern concepts of management" should be a prerequisite for studying the "Strategic management" course. As a result of such a change, the students will be able to study in-depth the modern concepts of management, the modern theories and methods of management science, as well as strategic management - as the modern principles and trends of forming, implementing and evaluating the organization's strategy. Within the mentioned course, it is also recommended to remove the topics related to game theory (presented in the syllabus in the form of the first and second topic). The study of the topics mentioned above should be made possible for master's students within an elective course – "Game Theory for Managers".

Also, there is a need to reconsider the conditions of admission to the courses included in the programme. In particular, it is possible to study the course "Strategic marketing management" by master's students

without preconditions, however, for the “Project management” and “Value Chain Management”, the precondition for study should be the subject “Modern concepts of management”.

#### **Description and Analysis - Programme 5 (master’s study programme “Human Resources Management”)**

The learning outcomes of the master’s programme “Human Resources Management” are logical and in line with the requirements of the qualification that is to be awarded. The mandatory courses allocated to the programme ensure a proper balance of Developing, Practical and Master components. The learning outcomes of the learning courses are derived from the goals and content of the academic course and correspond to the respective level of higher education. The content of the academic subject and the number of credits ensure the achievement of the learning outcomes defined by this subject.

The literature given in the syllabi is up to date and in line with the requirements of the field and level of the study. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes, ensure the achievement of programme learning outcomes and consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

#### **Description and Analysis - Programme 6 (master’s study programme “Public Administration”)**

The programme learning outcomes are in line with the learning outcomes of academic courses and the requirements of the field. The learning outcomes of each academic course represent a necessary component which is required for entering the public governance system and stay in compliance with the education level, describing the national qualifications framework and field-related characteristics. The programme curriculum maintains a good balance between theoretical and practical components. The content of the academic course/subject and the number of credits ensure the achievement of the learning outcomes defined by this course/subject. All the teaching methods, evaluation system and number of contact hours are adjusted to the course-specific nature and complexity.

The literature indicated in the syllabi are up-to-date and relevant to the field of the study.

#### **Evidences/Indicators**

- Self-evaluation report;
- Programme syllabi;
- Maps of learning outcomes of compulsory and optional study courses of programmes;
- Interviews with the heads of programmes, academic and invited staff;
- Interviews with students, graduates and employers.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

### **BA Business Administration and Business Administration (in English)**

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

- The reading lists that have more than 5 items of basic literature should be revised and adjusted in such a way that the mandatory material becomes manageable for the student.

#### **Suggestion(s):**

- In the syllabi for several subjects, it is indicated that the weekly examination is conducted in oral form. It is preferable to use a combined approach to evaluate the student, which includes taking a quiz in written form along with an oral examination.

### **MA Business Administration**

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

- It Is Recommended to revisit the curriculum taking into account factors such as course objectives and learning outcomes to be achieved, topics to be covered, intensity, volume and complexity of the tasks to be performed, the volume and complexity of the resources used in the teaching process, and the specifics of the assessment of achievements.
- To revisit the study courses of the programme in terms of compliance with the recommended main issues specified in the field specification.
- To separate the course "Strategic management and modern concepts of management" into two mandatory courses "Modern concepts of management" and "Strategic management" with "Modern concepts of management" being the prerequisite for studying the "Strategic management" course.
- To remove the topics related to game theory currently foreseen in the course "Strategic management and modern concepts of management" and establish an elective course "Game theory for managers" instead.
- To revise the study preconditions for "Project management" and "Value Chain Management" with the precondition being the study of the "Modern concepts of management" course.

#### **Suggestion(s):**

- To consider offering possible master's thesis topics for students, which are relevant in the conditions of modern global challenges, however, at the same time, the master's student should be given the opportunity to take the initiative in selecting the topic and agree it with the supervisor.

## **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 (BA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	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 admission requirements for all study programmes follow a unified approach – defined both by national legislation and university-level regulations. The admission requirements for all programmes are clear and well-substantiated, except for the master’s programme “Human Resources Management” which could benefit from narrowing down the potential target group. The ratio between the applicants and admitted students and the fact that admitted students do not necessarily fill in all available places in each programme demonstrates that the Sulkhan-Saba Orbeliani University applies a constructive and critical approach to the admission process and that the quality of applicants is rated higher than the number of filled places.

#### **Description and Analysis - Programme 1 (bachelor’s study programme “Business Administration”)<sup>11</sup>**

The prerequisite for admission to the bachelor’s programme “Business Administration” at Sulkhan-Saba Orbeliani University is developed based on the legislation of Georgia and the regulation of the educational process of the university. Enrollment in the bachelor's programme is carried out on the basis of the results of the Unified National Exams (ranking document) or in the cases defined by the law of Georgia on higher education, in accordance with the established rules, on the basis of administrative registration and the order of the rector. It is possible to enrol in the bachelor's programme “Business Administration” on a mobility basis twice a year, in accordance with the existing legislation in Georgia. Enrollment in a bachelor's program, or enrollment in a transfer manner from a recognized higher educational institution of a foreign country, is carried out in accordance with the order of the Minister of Education of Georgia. The information about the above is publicly available to all interested persons and is posted on the university website. The prerequisites for admission to the programme are logically related to the content of the programme, learning outcomes and qualifications.

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<sup>11</sup> 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).

### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

Enrollment in the bachelor's programme "Business Administration" in English is carried out on the basis of the results of the Unified National Exams (ranking document) or in the cases defined by the law of Georgia on higher education, in accordance with the established rules, on the basis of administrative registration and the order of the rector. At the Unified National Exams, in the foreign language component, only passing the English language is defined as a mandatory exam for the entrants (the minimum mark has to be above 60%).

The Sulkhani-Saba Orbeliani University also accepts applicants without a Unified National Examination if they meet pre-developed criteria detailed in the university's self-assessment report.

After passing the Unified National Examinations, applicants who wish to enroll in the English-language programme must pass a language test (B2 level English), with a minimum score of 61%. Alternatively, applicants can present internationally recognized certificates that confirm at least a B2 level of English (e.g., FCE, IELTS, TOEFL). Applicants who wish to enrol without taking the Unified National Examinations can prove their knowledge of English in accordance with the law.

It is possible to enrol in this bachelor's programme on a mobility basis twice a year, in accordance with the existing legislation in Georgia. The information about the above is publicly available to all interested persons and is posted on the university website. The prerequisites for admission to the programme are logically related to the content of the programme, learning outcomes and qualifications.

### **Description and Analysis - Programme 3 (bachelor's study programme "Public Administration")**

The admission preconditions for the bachelor's programme "Public Administration" are relevant, transparent, fair, public and accessible. To be enrolled on the programme, the candidate has to pass the unified national exam or comply with other enrollment procedures prescribed by law.

The programme foresees enrollment on the basis of mobility from other higher education institutions.

### **Description and Analysis - Programme 4 (master's study programme "Business Administration")**

The master's programme "Business Administration" admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language; Programme admission preconditions are fair, public and accessible. The prerequisite for admission to the master's programme "Business Administration" of Sulkhani-Saba Orbeliani University is elaborated under the legislation of Georgia and university regulations on the academic process. Passing the internal exam established by the university and Unified Master Examinations represents a basis for enrolling a person at the master's level. The rule of conducting an internal exam and appealing its results is defined by the ordinance of the university rector. Issues / tests of internal university exam and students knowledge assessment criteria will be placed on the university website at least one month before the exams start.

Enrollment in the master's programme without Unified Master Examinations is allowed according to the incumbent legislation. Enrollment in the master's programme in Business Administration via mobility is possible twice a calendar year, according to the legislation of Georgia and university-set regulations.

Applicants to the master's programme "Business Administration", should pass the internal exam of English at the university to confirm the B2 level English proficiency. A person who wants to be enrolled on the master's programme is exempt from the English language internal exam if he/she presents a certificate confirming the B2 level of English proficiency: FCE, IELTS, TOEFL, PBT, TOEFL, CBT, TOEFL, IBT, VERSANT, CERTUS. PEARSON, with respective evaluations. The certificates should be valid when the person makes an application.

#### **Description and Analysis - Programme 5 (master's study programme "Human Resources Management")**

The admission to the master's study programme "Human Resources Management" is carried out on the basis of the results of general master's and internal university exams or in cases specified by the Law of Georgia. The internal university exams check the applicants' proficiency within the chosen speciality and B2 level of English. Several exemptions from the English exam are foreseen – for candidates who have a certificate of English language proficiency at the B2 level, as well as candidates who have completed a bachelor's or master's programme in English for at least one full semester and candidates who have undergone English language testing which represents the B2 level of the English language or other certificates proving knowledge at B2 level, namely: FCE, IELTS, TOEFL, PBT, TOEFL, CBT, IBT, VERSANT, CERTUS. PEARSON.

During the site visit, the review panel learned that, while the application requirements look broad and general, all students accepted to the study programme have certain practical experience in the human resources management sector. This is definitely an advantage for the programme, however, the formal admission requirements do not require prior experience and the programme is formally open to any applicant. From the viewpoint of the review panel, the publicly announced admission requirements should indicate that practical experience in human resources management is necessary or desired for enrolment to the programme, not to create unsubstantiated expectations from the potential applicants.

#### **Description and Analysis - Programme 6 (master's study programme "Public Administration")**

The master's programme "Public Administration" has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes. The students are admitted based on the results of Unified Master's Exams and internal university entrance exams, and relevant legislative rules, that are the bases for the preparation of the enrollment order of the rector. Internal university exam checks the general knowledge in the chosen speciality and the knowledge of the English Language at the B2 level. Candidates also have the opportunity to provide relevant certificates showing their language competencies. The programme also foresees enrollment opportunities based on mobilities from other institutions twice per year.

#### **Evidences/Indicators**

- Methodology of planning, formulating and developing educational programme and its approval procedure;
- Regulation of the educational process;
- Self-evaluation report;
- Interviews with the head of the program, faculty dean, chancellor and vice-rector;
- Interviews with students and graduates;
- University website: [www.sabauni.edu.ge](http://www.sabauni.edu.ge)

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

**Programme 5** (master's programme "Human Resources Management")

**Recommendation(s):**

- It Is Recommended to complement the publicly available admission requirements by stating that proven practical experience in human resources management is necessary or desirable for enrolment and successful progression.

**Suggestion(s):** N/A

**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
<b>Programme 1 (BA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (MA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 5 (MA Human Resources Management)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 (MA Public Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 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

All programmes in the cluster include a good combination of study courses that foster the development of practical, scientific/research and transferable skills. This is particularly characteristic and relevant for the different business administration disciplines that are practice-oriented but at the same time require an innovative mindset that is based on the latest applied research. The research, practical and transferable elements are offered in interaction within one particular subject or across several subjects.

All programmes foresee a practical component, titled Production Practice, Entrepreneurial Practice or Practical Clinic

For example, the bachelor's programme "Public Administration" contains the following courses that develop practical, scientific and research skills – Administrative Production Basics, Risks Management and Project Management Fundamentals. The curriculum also contains the Public Governance Practical Clinic that gives practical knowledge to students mainly focusing on the legal acts needed for the specialist of public administration. Within the framework of this course, the students develop the skill of analyzing the documents that to be developed and applied in the public governance system.

In the context of the master's programme "Public Administration", the practical, scientific and creative skills development is ensured through the following courses – Administrative Production, Academic Writing, Research Methods in Public Governance and Practical Clinic. The students were particularly satisfied with the content and organisation of the Practical Clinic. The programme's practical components aim to deepen the knowledge the students obtained in the public governance field, develop required skills and be in compliance with the program's learning outcomes.

The same observations and conclusions are true for other programmes in the cluster that include the Practical Clinic component.

**If necessary, description and analysis according to the education programmes N/A**

### Evidences/Indicators

- Self-evaluation report;
- Curriculum;
- Syllabi;
- Interviews conducted during accreditation visit;

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and suggestions according to the programmes:** N/A

## 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
<b>Programme 1 (BA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (MA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 (MA Human Resources Management)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 (MA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.3. Teaching and Learning Methods

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

## 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**

Teaching methods included in the curriculum and syllabi for all programmes at the Sulkhan-Saba Orbeliani University are in compliance with the level of education and field-related characteristics.

The student groups for all study programmes in the Business Administration cluster at the Sulkhan-Saba Orbeliani University are small or relatively small, thus allowing for individual interaction with each student both in the classroom and also regarding independent work. The close relations with teaching staff and their approachability were mentioned among the major reasons for choosing studies at the Sulkhan-Saba Orbeliani University.

Teaching methods include – lectures, seminar/working groups, practical teaching, using audio-video materials, brainstorming, working in pairs or groups, learning with electronic resources, discussion and debate, planning and carrying out a group or/and individual research project under the observation of a supervisor or independently, teaching/professional practice, commenting on texts, documents and other academic materials or extracts thereof to contextualize, interpret or analyze them.

Under the specific nature, goals and contents of the academic course, activities like interactive teaching can include group (collaborative) work, discussions and debates, analysis, synthesis, written and verbal, demonstration and explanatory skills. Besides, the courses include individual homework and group tasks, helping the student develop the skills of using information and communication technologies and library resources, as well as finding and analyzing required information.

The teaching methods are flexible and individual needs of students are considered. The students interviewed by the review panel praised the individual teaching and learning approach at this university, if compared with other institutions where they had had studied before.

Currently, there are no international students in any of the study programmes. The students studying in the Business Administration study programme in English are based in Georgia or were based until completion of the mandatory programme content and additional distance learning possibilities were ensured for the study elements where it was possible due to the specificity of the subject. However, the university is willing to host international students in the long term perspective and has had examples of positive experience.

During the interviews, the review panel learned about the high satisfaction of students with the teaching methods, especially from the perspective of practical skills development.

**If necessary, description and analysis according to the education programmes N/A**

#### **Evidences/Indicators**

- Self-evaluation report;
- Curriculum;
- Syllabi;

**General recommendations of the cluster: N/A**



General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes: N/A

## 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	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.

### Cluster and individual evaluation

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

Based on the information presented in the self-assessment report and the interviews performed during the accreditation visit, the review panel concluded that the student evaluation process follows the prescribed protocols. All presented programmes include a detailed description of the evaluation system. Additionally, every syllabus includes criteria and procedures for evaluation that enable the assessment of how well students have accomplished the learning objectives.

The Sulkhan-Saba Orbeliani University employs an adequate, transparent and fair evaluation system of learning results, which is in accordance with the Georgian Higher education legislation and contributes to the improvement of the academic achievements of students. The procedures for the defense and evaluation of the master thesis are transparent and based on peer review by a commission.

The students are evaluated on a 100-point system. The evaluation is composed of multiple components and is formulated in accordance with the 3rd Order of the Minister of Education and Science dated January 5, 2007 "On Approval of the Rule of Calculation of Higher Education Programs with Credits". During student assessment, the academic and invited staff involved in the implementation of a programme are obliged to use the above-mentioned rule.

The following scheme is used for assessment:

Five types of positive evaluations:

- (A) Excellent – 91-100 points
- (B) Very Good – 81-90 points
- (C) Good – 71-80 points
- (D) Satisfactory – 61-70 points
- (E) Sufficient – 51-60 points

Two types of negative evaluations:

(FX) Marginal Fail – 41-50 points, which means that the student needs more work to pass and is allowed to retake the final exam.

(F) Fail – 40 or less points, which means that the work done by the student is not sufficient and the course must be retaken.

The assessment components and methods for each study course take into account the specificity of the course, correspond to the learning outcomes of this course and provide an assessment of the achievement of the learning outcomes measured by evaluation criteria. Detailed information about the educational process is provided on the website of the Sulkhan-Saba Orbeliani University – <https://www.sabauni.edu.ge/ka/content/chven-shesakheb/universiteti/dokumentebi/maregulirebeli-dokumentebi>.

The evaluation results are reflected in the electronic database (student.sabauni.edu.ge), which ensures the students' awareness of the achieved results. Students receive feedback on learning outcomes as well as on their strengths and areas for improvement.

The Sulkhan-Saba Orbeliani University uses a specific software for plagiarism detection - "Strikeplagiarism.com". According to the Regulation on the procedure for checking plagiarism, direct quotations should not account for more than 10% of the whole work. The existence of unconfirmed text is not allowed in the paper (0%). Plagiarism or academic fraud is detected by the administration, lecturers, or individuals involved in the examination and evaluation of students' work.

The university has a mechanism for the protection of student rights, students' appeal mechanisms related to the study process and academic and administrative bodies that are highlighted in the regulation of the educational process.

The university quality assurance office periodically monitors the reliability and validity of student assessments. Evaluation results are analyzed and the results are utilized for the improvement of the study process.

**If necessary, description and analysis according to the education programmes** N/A

#### Evidences/Indicators

- Self-evaluation report;
- Descriptions of study programmes;
- Syllabi;
- Electronic database (student.sabauni.edu.ge);
- The procedure for appealing evaluation results;
- The regulation of the educational process;
- Interview results.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and suggestions according to the programmes:** N/A

#### 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
<b>Programme 1 (BA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### 3.1 Student Consulting and Support Services

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

### 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 Sulkhan-Saba Orbeliani University has established and developed student support and consulting services, regarding the planning of the learning process, improvement of academic achievement, employment and professional development. Dissemination of information to the students starts with the orientation meetings on the first day of the study process, especially for the freshmen students. Faculty and relevant programme representatives meet with them and provide information on all relevant issues. Also, the staff involved in the programme and supporting departments provide students with relevant information regarding consultations available at the university.

Faculty provides all required spaces and equipment for the smooth functioning of the study process and ensures having student areas for extracurricular activities.

The students of the presented faculties participate in international exchange programs, in the framework of ERASMUS+ funding or bilateral agreement bases. The university also takes care of encouraging students who are outstanding in their studies, with high performance and results. State and nominal scholarships are awarded in the university. The faculties have allocated money for several named scholarships for its students in the budget, for example – the scholarship named after Mikheil Tamarashvili, the SulkhanSaba Orbeliani scholarship, faculty scholarship.

Sulkhan-Saba Orbeliani University's student affairs managers provide students with professional orientation and other information events regarding employment and career development. Managers organize the employment forum once a year to attract potential employers and ensure cooperation with them. The potential employers are interviewed regarding the job calls, and their human resources officers or managers interview the students during the forum. The employment forum allows the students to share their skills and knowledge with their potential employers and thereby manage their career development. Often, some organizations plan internship programs specifically for the university, and the most successful ones offer employment.

Sulkhan-Saba Orbeliani University uses the following means to disseminate information: the websites of the university (<https://www.sabauni.edu.ge/>; [student.sabauni.edu.ge](https://student.sabauni.edu.ge/)), university email, and individual/ interpersonal communication with students.

Besides all the above-mentioned services, also the academic, invited and other administrative staff are involved in advising students on the learning process as well as in various activities planned in the framework of each programme, which was confirmed during interviews with various stakeholders.

**If necessary, description and analysis according to the education programmes N/A**

#### **Evidences/Indicators**

- Self-assessment report;
- Workload, functions, responsibilities and job descriptions of staff;
- List of conducting student support services;
- Information on student involvement in various projects and activities;
- Information about students' participation in exchange programs;

- Websites; (<https://www.sabauni.edu.ge/>; [student.sabauni.edu.ge](https://student.sabauni.edu.ge/))
- Interview results.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and suggestions according to the programmes:** N/A

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (BA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (MA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 (MA Human Resources Management)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 (MA Public Administration)</b>	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**

The Sulkhan-Saba Orbeliani University has elaborated the regulatory documents of the rights and duties of the supervisor and co-supervisor of Master students based on the “Procedure for Planning, Completing and Assessing Master's project” stated according to the resolution No. by order of the rector #50-24; 28.03.2024.

According to the above-mentioned documents, a supervisor conducts consultation with master students regularly. The frequency of the consultations depends on the specificity of the programme and research topic. Master's students are guided by qualified specialists in the field who have relevant publications, scientific activities, creative and research projects, etc. The master's thesis can be supervised by the academic and invited professor involved in the programme. Students are free to choose the topic and the scientific supervisor. In this part, the topic of the thesis serves as the filter, the student should select the head of the appropriate qualification according to the topic.

The scientific supervisor of master's students is also obliged to help the student in the process of integration in the local and international scientific/creative field and is responsible for the prevention of plagiarism in the works performed by the master's student. According to the contract requirements of the professor, one scientific supervisor may have no more than 5 master's students. In exceptional cases, a bigger number of master's students is allowed only with the prior agreement of the dean of the faculty and the head of the relevant programme, taking into account the semester hourly workload for lectures and consulting of the master's supervisor/co-supervisor. Co-supervision of 2 master's students is equal to the workload of one full master's supervisor.

In order to prevent plagiarism, the Sulkhan-Saba Orbeliani University uses “[Strikeplagiarism.com](https://www.strikeplagiarism.com/)”. Regulation on the procedure for checking plagiarism encloses the procedures and requirements for bachelor's and master level students' work (literature, auxiliary literature, monograph, article, master's thesis, bachelor's thesis).

The inspection of master theses revealed the importance of strengthening the students' scientific research instruments and academic writing skills, Academic styles, source verification, and bibliography performance as the bibliographic references included in the thesis were not in line with the general standards accepted for final thesis in the European Higher Education Area.

The Sulkhan-Saba Orbeliani University has developed a methodology for the ratio of the number of supervisors of master's theses to the number of master's students of the programmes.

#### **If necessary, description and analysis according to the education programmes**

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

The ratio of scientific supervisors and master's students in the master's programme “Business Administration” is 12/16. The basis for the successful completion of the research component by the student within the mentioned programme is the timely fulfillment of all the stages within the framework of the obligations and responsibilities assigned by the scientific supervisor, which is defined in the university regulation.

Data related to the supervision of master's/doctoral students	
Programme 1 (MA Business Administration)	
Number of master's/doctoral theses supervisors	12/0
//Number of doctoral thesis supervisors	n/a
Number of master's students	16
//Number of doctoral students	n/a
Ratio - supervisors of master's theses/master's students	12/16
Ratio - supervisors of doctoral theses/doctoral students	n/a

Description and Analysis - Programme 4 (MA Human Resources Management)
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The ratio of scientific supervisors and master's students in the master's programme "Human Resources Management" is 8/6. The basis for the successful completion of the research component by the student within the mentioned programme is the timely fulfilment of all the stages within the framework of the obligations and responsibilities assigned by the scientific supervisor, which is set in the regulation of the university.

Data related to the supervision of master's/doctorsal students		<b>Description and Analysis - Programme 6 (MA Public Administration)</b>  The ratio of scientific supervisors and master's students in the master's programme "Public Administration" is 10/8. The basis for the successful completion of the research component by the student within the mentioned programme is the timely fulfilment of all the stages within the framework of the obligations and
Programme 5 (MA Human Resources Management)		
Number of master's/doctorsal theses supervisors	8/0	
//Number of doctorsal thesis supervisors	n/a	
Number of master's students	6	
//Number of doctorsal students	n/a	
Ratio - supervisors of master's theses/master's students	8/6	
Ratio - supervisors of doctorsal theses/doctorsal students	n/a	

The ratio of scientific supervisors and master's students in the master's programme "Public Administration" is 10/8. The basis for the successful completion of the research component by the student within the mentioned programme is the timely fulfilment of all the stages within the framework of the obligations and responsibilities assigned by the scientific supervisor, which is set in the regulation of the university.



<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 6</b> (MA Public Administration)	
Number of master's/doctoral theses supervisors	10/0
//Number of doctoral thesis supervisors	n/a
Number of master's students	8
//Number of doctoral students	n/a
Ratio - supervisors of master's theses/master's students	10/8
Ratio - supervisors of doctoral theses/doctoral students	n/a

The “Procedure for Planning, Completing and Assessing Master's Project” document describes mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of the master's thesis, which ensures the effective implementation and development of the supervision/co-supervision process.

#### **Evidences/Indicators**

- Self-assessment report;
- Documents confirming the qualifications of supervisors of master's students;
- Procedure for Planning, Completing and Assessing Master's project;
- Regulation on the procedure for checking the plagiarism;
- Interview results.

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

**General suggestions of the cluster:** N/A

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

##### **Recommendations:**

**MA Business Administration, MA Human Resources Management and MA Public Administration**

- In all master's study programmes, it is recommended to strengthen the students' scientific research instruments and academic writing skills, Academic styles, source verification, and bibliography performance by providing best practice examples from other institutions in the European Higher Education Area and performing a fundamental technical review of thesis.

## 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 4 (MA Business Administration)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	<input type="checkbox"/>	X	<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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 6 (MA Public Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### **4. Providing Teaching Resources**

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

##### **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 human resources are overall adequate for programme implementation. Initially, the major concern of the review panel has been the relatively high number of invited staff, however, it has been well justified by the small number of accepted students in the cluster and the need to provide study content that is up-to-date with the industry requirements.

#### **Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")**

Sulkhan-Saba Orbeliani University's bachelor's programme "Business Administration" programme is led by academic and invited staff with appropriate qualifications for the programme, who ensure the achievement of the programme's goals. According to the "Methodology for Determining the Number of Academic and Visiting Staff According to Programs," the university has established thresholds for the workload of academic and visiting staff, as well as the ratio of academic staff to students. The programme structure is organized to ensure that the workload of academic and visiting staff supports the sustainability of the educational process. The number of staff is sufficient, both quantitatively and qualitatively, to support the learning process of the programme.

A total of 44 staff members are involved in the programme, including 19 academics and 25 visiting staff. The current distribution of academic and visiting staff, including two foreign lecturers, has been verified through documentation such as personal files, resumes, educational certificates, and qualifications (The

documentation, which was presented to the expert group in the "Information on Human Resources" report, is also confirmed through personal file records):

<b>Programme 1 (BA Business Administration)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>12</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>13</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>44</b>	<b>35</b>	<b>22</b>	<b>13</b>
<b>- Professor</b>	6	6	6	5
<b>- Associate Professor</b>	11	11	11	7
<b>- Assistant-Professor</b>	1	1	1	-
<b>- Assistant</b>	1		-	1
<b>Invited Staff</b>	25	17	4	–
<b>Scientific Staff</b>				

Although most visiting staff have significant professional experience in both private business and the public sector, the majority do not hold PhD degrees. The balance between academic and visiting staff is 0.76. The turnover rate for academic staff is approximately 22%, while it is 45% for visiting staff. As for the scientific activity (articles, conferences) of the staff involved in the programme in the last five years, it is 93. As revealed during the interview with the academic staff, the university supports and remunerates scientific activities, which has been largely strengthened in the last 2 years.

The head of the programme has both academic/scientific activity and practical experience and is directly involved in the implementation of the programme. Meanwhile, the administrative and support staff (54 people) play an active role in the educational programme to serve the students.

#### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

The Sulkhan-Saba Orbeliani University's bachelor's programme "Business Administration" in English is led by academic and invited staff with appropriate qualifications for the programme, who ensure the achievement of the programme's goals. According to the "Methodology for Determining the Number of Academic and Visiting Staff According to Programs," the university has established thresholds for the workload of academic and visiting staff, as well as the ratio of academic staff to students. The programme structure is organized to ensure that the workload of academic and visiting staff supports the sustainability of the educational process. The number of staff is sufficient, both quantitatively and qualitatively, to support the learning process of the programme.

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

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

A total of 38 people are involved in the programme, including 16 academics and 22 visiting staff. The current distribution of academic and visiting staff, including five foreign lecturers, has been verified through documentation such as personal files, resumes, educational certificates, qualifications, and academic degrees or titles (The documentation, which was presented to the expert group in the "Information on Human Resources" report, is also confirmed through personal file records):

<b>Programme 2 (BA Business Administration (English language))</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>14</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>15</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>38</b>	<b>34</b>	<b>25</b>	<b>11</b>
<b>- Professor</b>	5	5	5	5
<b>- Associate Professor</b>	10	10	10	6
<b>- Assistant-Professor</b>	1	1	1	-
<b>- Assistant</b>	-		-	-
<b>Invited Staff</b>	22	18	9	—
<b>Scientific Staff</b>				

Although many visiting staff possess strong professional and practical experience in both private business and the public sector, 50% of them do not hold a PhD. The balance between academic and visiting staff is 0.73. The turnover rate is about 42% for academic staff and 78% for visiting staff. In terms of scientific activity (e.g., articles, conferences), the individuals involved in the programme have participated in 48 activities over the past five years. During the interviews with academic staff, it was revealed that the university actively supports and remunerates scientific activities, with significant improvements made in the past two years.

The head of the programme has extensive academic, scientific, and practical experience and is directly involved in its implementation. Meanwhile, the administrative and support staff (54 people) play an active role in the educational programme, providing essential services to the students.

### **Description and Analysis - Programme 3 (bachelor's study programme "Public Administration")**

Supervisors of the bachelor's programme "Public Administration" are highly qualified. The head of the programme has a PhD Degree in Law combined with 19 years of teaching and 24 years of practical working experience. He is an author/co-author of a monograph, two textbooks and various scientific articles.

<sup>14</sup> Staff implementing the relevant components of the main field of study

<sup>15</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

Co-supervisor of the programme has a MA Degree in Law and is a PhD student at TSU. She has been involved in the public sector for 9 years. Currently, she is a civil servant (official) and affiliated assistant at Sulkhan-Saba Orbeliani University.

The university uses the “Methodology of Defining the Number of Academic and Invited Staff Members” to define the number of staff to be involved. The number of staff assigned to the programme and their workload is sufficient to reach learning outcomes. The staff members are equipped with necessary academic and practical skills that are in line with the requirements of the field of study. Students can enjoy the services of relevant administrative and support personnel with relevant competences.

<b>Programme 3 (BA Public Administration)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>16</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>17</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>75</b>	<b>26</b>	<b>21</b>	<b>35</b>
<b>- Professor</b>	12	10	10	10
<b>- Associate Professor</b>	20	10	10	17
<b>- Assistant-Professor</b>	1	1	-	-
<b>- Assistant</b>	8	8	-	8
<b>Invited Staff</b>	34	5	1	—
<b>Scientific Staff</b>	-	-	-	—

#### **Description and Analysis - Programme 4 (master’s study programme “Business Administration”)**

The supervisor of master’s programme “Business Administration” is highly qualified. She is a Sulkhan-Saba Orbeliani University professor, head of the Development Research Institute. Her scientific degree is Doctor of Economics (candidate of economic sciences) with her basic education of a political economics teacher. She defended a dissertation in international economics, most of her pieces of work are devoted to international trade and Georgia’s optimal integration in the world economy; she supervises a scientific-research project ‘Non-tariff Barriers’ Influence on the Georgia-EU Trade amidst the Context of Deep and Comprehensive Free Trade.” Besides, she participated in the academic network project of the Caucasian Switzerland as a scholar, while the project was devoted to the business environment study. She is a participant of numerous international events devoted to the problems of international trade, rapporteur

<sup>16</sup> Staff implementing the relevant components of the main field of study

<sup>17</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

and section head as well. She has been conducting lectures in Georgia and abroad for about 25 years in the following subjects – International Economics, International Trade, International Business, World Economics and other related disciplines. Between 2008-2012 she was an organizer of 5 international conferences in Georgia. She has published more than 50 scientific works, including in internationally indexed journals; she is a member of an international research laboratory of business systems.

The number of the programme staff members is determined under the “Methodology of Defining the Number of Academic and Invited Staff Members Following the Educational Program”, which is in force at the Sulkhani-Saba Orbeliani University. Considering the methodology target indicators, 13 academic staff members are engaged in the programme, out of which 9 are affiliated and 4 are non-affiliated. The number of the invited staff equals 9, ensuring the programme’s sustainability and providing students with possibility for consultations by taking the time relevant for their involvement into scientific-research activities into consideration.

<b>MA Programme in Business Administration (level 6)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>18</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>19</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>22</b>	<b>22</b>	<b>16</b>	<b>9</b>
<b>- Professor</b>	3	3	3	3
<b>- Associate Professor</b>	8	8	8	5
<b>- Assistant-Professor</b>	1	1	1	-
<b>- Assistant</b>	1	1	-	1
<b>Invited Staff</b>	9	9	4	-
<b>Scientific Staff</b>	-	-	-	—

#### **Description and Analysis - Programme 5 (master’s study programme “Human Resources Management”)**

The master’s programme “Human Resources Management” is lead by a Doctor of Economics with 22 years of experience of working on various leading posts in the public sector, executive, legislative and local self-government authorities.

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

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

In line with the “Methodology of Defining the Number of Academic and Invited Staff Members”, the study programme is offered by 11 staff members out of which 10 are affiliated and 1 is not affiliated. The number of invited staff for this programme is 19. This ratio with the dominance of invited staff is related to the very practical nature of the study programme where input from the industry is crucial. The current ratio is also related to the lack of human resource management competencies by other staff currently employed by the Sulkhan-Saba Orbeliani University where the general business administration and theoretical subjects can be offered by academic staff but the specific competencies need to be covered by invited staff who are specialists in their professional discipline.

<b>MA Programme in Human Resources Management (level 6)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>20</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>21</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>30</b>	<b>28</b>	<b>11</b>	<b>10</b>
<b>- Professor</b>	2	2	2	2
<b>- Associate Professor</b>	8	8	8	7
<b>- Assistant-Professor</b>	-	-	-	-
<b>- Assistant</b>	1	1	-	1
<b>Invited Staff</b>	19	17	1	-
<b>Scientific Staff</b>	-			

#### **Description and Analysis - Programme 6 (master’s study programme “Public Administration”)**

Supervisors of the master’s programme “Public Administration” are highly qualified. The head of the programme has a PhD Degree in Law combined with 19 years of teaching and 24 years of practical working experience. He is an author/co-author of a monograph, two textbooks and various scientific articles. The co-supervisor of the programme has MA Degree in Law and is a PhD student at TSU. She has been involved in the public sector for 9 years. Currently, she is a civil servant (official) and affiliated assistant at Sulkhan-Saba Orbeliani University.

The number of staff assigned to the programme and their workload is sufficient to reach learning outcomes. The staff members are equipped with necessary academic and practical skills that are in line

<sup>20</sup> Staff implementing the relevant components of the main field of study

<sup>21</sup> Staff with relevant doctoral degrees implementing the components of the main field of study



with the requirements of the field of study. Students are provided with relevant administrative and support personnel with relevant competences.

<b>Programme 6 (MA Public Administration)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>22</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>23</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>36</b>	<b>35</b>	<b>19</b>	<b>27</b>
<b>- Professor</b>	8	7	7	7
<b>- Associate Professor</b>	10	10	9	10
<b>- Assistant-Professor</b>	1	1	-	1
<b>- Assistant</b>	9	9	-	9
<b>Invited Staff</b>	8	8	3	-
<b>Scientific Staff</b>	-	-	-	-

#### **Evidences/Indicators**

- Self-evaluation report;
- Quantitative data for programmes;
- Information about human resources;
- Current staff workloads;
- Interviews with the head of the program, academic and invited staff;
- Methodology for determining the number of academic and guest personnel according to the programs;
- Organizational guide;
- CV's of staff members.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:**

- Despite the extensive practical experience, it is desirable that most of the invited personnel would have a PhD degree;

<sup>22</sup> Staff implementing the relevant components of the main field of study

<sup>23</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Based on the quantitative data of 5 years of scientific activities, the ratio of the total number of activities and the number of academic staff shows that the academic staff could be more involved in scientific activities (articles, conferences).

**Recommendations and suggestions according to the programmes:** N/A

## 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	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 qualification of supervisors is appropriate for all master's study programmes except the master's study programme "Human Resources Management" which the review panel was not able to assess due to lack of information.

#### Description and Analysis - Programme 4 (master's study programme "Business Administration")

The programme is provided with highly qualified academic and invited staff members to supervise the master's thesis. Interviews conducted during the accreditation visit confirmed that in the case of a particular need for the thesis topic, co-supervisor can be invited.

Programme 4 (MA Business Administration) <sup>24</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>25</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	5	3
- Professor	3	3	3
- Associate Professor	1	1	-
- Assistant-Professor	-	-	-
Invited Staff	1	1	-
Scientific Staff	-	-	—

#### Description and Analysis - Programme 5 (master's study programme "Human Resources Management")

For the master's programme "Human Resources Management", the total number of announced supervisors for the master's/ doctoral thesis in the programme datasheet is 8. However, no detailed breakdown by type of supervisors and names of the particular supervisors have been provided, therefore it is not possible to assess the compliance. However, the number of announced supervisors is sufficient for the number of students in the programme.

Programme 5 (MA Human Resources Management) <sup>26</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>27</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	8	8	8
- Professor	2	2	2
- Associate Professor	6	6	6

<sup>24</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>25</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

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

<sup>27</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Assistant-Professor	-	-	-
Invited Staff	-	-	—
Scientific Staff	-	-	—

### Description and Analysis - Programme 6 (master's study programme "Public Administration")

Programme is provided with highly qualified academic and invited staff members to supervise MA Thesis. Interviews conducted during the accreditation visit confirmed that in the case of a particular need for the Thesis topic, co-supervisor can be invited.

Programme 6 (MA Public Administration) <sup>28</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>29</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	27	19	18
- Professor	8	7	7
- Associate Professor	10	9	10
- Assistant-Professor	1	-	1
Invited Staff	8	3	-
Scientific Staff			—

### Evidences/Indicators

- Staff CV's;
- The master thesis planning, performance and evaluation rule;
- The master draft planning, performance and evaluation rule;
- Interviews conducted during accreditation visit.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

<sup>28</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>29</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

### Recommendations and suggestions according to the programmes:

#### Programme 5 (master's programme "Human Resources Management")

##### Recommendation(s):

- In order to perform the assessment, to provide a detailed breakdown of supervisor number by categories (professor, associate professor, with a PhD in the sectoral division, affiliated etc.) and provide the names of exact supervisors for the programme.

### 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Programme 6 (MA Public Administration)	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.

### 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 Sulkhan-Saba Orbeliani University conducts evaluation of the academic and invited staff based on the 'Mechanisms of Quality Assurance, Evaluation Outcomes and Rules of Their Use,' as well as the 'Rule of Planning, Evaluating and Promoting the Scientific Research Activities' and is based on the following two methods:

- Self-evaluation of the academic/invited staff and monitoring of the educational programme.
- Educational programme and its implementers' evaluation by the student. In case of a master thesis, an evaluation questionnaire of the thesis supervisor is added.

The quality management office coordinates the evaluation process.

The academic/invited staff is assessed per semester. The results of the analysis are shared with the faculties for relevant recommendations. The recommendations of faculties are sent to the quality assurance office for the preparation of the conclusion which is then shared with the Academic council for rendering a plan of operation. The plan implementation is monitored by the head of the university's quality management department.

The university supports academic development activities and scientific research activities of the academic and invited staff.

Interviews conducted during the accreditation visit have revealed that the university ensures funding of participation in international conferences, publication of monographs, etc. Academic staff constantly participates in the Erasmus Staff Exchange programme. The examples named during the interviews are the visits to Polish and German universities.

Staff members also named a number of monograph publications of which were funded by the university.

The university also supports academic and invited staff members to participate in international and local calls for grant applications.

The university also gives the academic and invited staff the possibility to publish academic works in University Journals, such as – the Journal of Development Studies, Orbeliani Law Review, etc.

**If necessary, description and analysis according to the education programmes N/A**

### **Evidences/Indicators**

- Self-evaluation report;
- The Rules of Planning, Evaluating and Supporting Scientific-Research Activities;
- University Web-page.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

## 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	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

During the site visit the expert team had a chance to observe the different facilities at the Sul Khan-Saba Orbeliani University. The expert team visually inspected:

- ✓ The building of the university which is owned by it and in the surrounding territory with various technical requirements (alarm, fire extinguisher, evacuation plan, video control);
- ✓ Auditoriums equipped with computers and projectors;
- ✓ Examination center, which is equipped with appropriate computer equipment;
- ✓ Library and reading room, where students can access international scientific databases (EBSCO; HeinOnline, Elsevier, UpToDate), as well as use both printed and electronic versions of the book collection. The main literatures indicated in the syllabus, which were presented by them, were checked in a selective manner. The university also presented statistical materials on the use of scientific databases;
- ✓ A space provided for students, where they can both work and spend their free time;
- ✓ Fully equipped student residence (dormitory) that has been put into operation in 2024.

The expert team concluded that Sulkhan-Saba Orbeliani University is fully equipped to support the academic process with material and technical resources. An electronic system for managing the educational process has been implemented in the university.

The material resources managed by Sulkhan-Saba Orbeliani University are utilized in the execution of educational programs given in this cluster to achieve their objectives and learning outcomes. Students have unrestricted access to the university's infrastructure and material-technical resources, which include:

Facilities - The educational programs are conducted in university-owned facilities that are accessible 24/7, fully complying with all sanitary, hygiene, and safety regulations. These premises are equipped with alarm systems, fire extinguishers, and video surveillance cameras throughout the entire area, with security guards present to maintain order. According to the SER, the facilities meet all technical requirements for higher education institutions and are outfitted with the necessary equipment and supplies, including 23 projectors, 831 chairs, 686 desks, 36 blackboards, 30 multifunction printers, 79 laptops, 57 desktop computers, one Braille printer, and one Smart Board, along with dedicated spaces for lectures and practical sessions. The security service maintains order on the territory of the university and the requirements of persons with disabilities are taken into account in the territory of the university.

The university library, located on the third floor of the main educational building, plays a crucial role in supporting the educational and research endeavours of both academic and invited staff and students. It offers a well-organized environment with comprehensive resources, services, and a vision for development. The library houses both physical and electronic collections that align with the needs of the cluster-grouped educational programs. Key literature outlined in program syllabi is readily available, and the collection is regularly updated to reflect significant advancements in the field and outcomes from scientific research. Students and staff have access to a comfortable reading room equipped with furniture and computers, along with internet access and international e-resources such as EBSCO and HeinOnline. The library also features an electronic catalogue, facilitating easy access to desired literature and supporting efficient circulation processes. With a total collection of about 25,000 items, including books, journals, and theses in multiple languages, the library aims to meet the diverse needs of its users. The expert team double-checked a few titles from the course syllabus, that were randomly selected and as it turned out all of them were accessible in the library. Moreover, during the interviews with the students and alumni, the experts asked a few questions about whether the information regarding the usage of academic databases was introduced to them. They confirmed this topic was explained within the



academic writing and research methods courses, or MA supervisors also provided the information. Although the library lists few services on the webpage mentioning that there is a possibility of having a consultation, the expert team suggest the library design a training module in using the academic databases and proactively promote it among the students and other stakeholders, to further support the quality of teaching and learning.

The Sulkhan-Saba Orbeliani University is equipped with a fully furnished examination center featuring modern computer technology, as well as advanced heating, ventilation, and air conditioning systems. The university's environment is designed to accommodate students with special educational needs and limited abilities, providing amenities such as elevators, ramps, and accessible restrooms. The institution boasts a state-of-the-art infrastructure, ensuring that all premises are suitably equipped for academic activities, creating a convenient setting for students, faculty, and administrative staff. The university has all the necessary technical and material resources to support the implementation of its programmes.

### Evidences/Indicators

- Self-evaluation report;
- Documents which confirm the possession of infrastructure, technical equipment and book funds;
- Agreements with the provider of the academic databases;
- The rule of using the library;
- Survey results;
- Interviews during the site visit;
- Observation of the facilities during the site visit;
- University webpage.

**General recommendations of the cluster:** N/A

### General suggestions of the cluster:

- It is suggested the library designs a training module in using the academic databases and proactively promotes it within the students and other stakeholders, to further support the quality of teaching and learning.

**Recommendations and Suggestions according to the programmes:** N/A

### Evaluation

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

Component 4.4 Material resources	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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<b>Programme 1 (BA Business Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (MA Business Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 (MA Human Resources Management)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6 (MA Public Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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#### 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 study programmes offered by the Sulkhan-Saba Orbeliani University at the business administration cluster have relatively small student numbers, while the competition is high and the availability of student places also is high. The university has deliberately chosen the approach to develop a wide programme offer in the business administration domain while keeping the student numbers small to allow for individual interaction between the staff and students and between students.

The expert group is aware that the programmes with small student numbers are not self-sustainable, however, the meetings with the university management reassured the expert group that the business administration domain is a high priority for the university and keeping the student numbers stable but low is a deliberate intention. Regarding all programmes, the possibility to reallocate the funds within the university was confirmed, if such a need would arise.

##### Description and Analysis - Programme 1 (bachelor's study programme "Business Administration")<sup>30</sup>

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<sup>30</sup> 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).

The bachelor's programme's "Business Administration" budget provides an overview of the program's financial performance, including both revenues and expenditures. Budget analysis verifies the ability to generate revenue and ensures that expenditures are aligned with program needs.

The university has presented a 4-year budget plan for the programme, which includes the following components – expenses for the remuneration of academic staff; purchase/printing costs of textbooks, books, magazines, periodicals, readers; expenses necessary for conferences, seminars, public and other similar activities; funding required for research activities of academic staff and amount of other unforeseen expenses.

The mentioned expenses are contrasted with the income received from the annual tuition fees of the students. By contrasting the incomes and expenses, the possibility of implementing the mentioned program is confirmed.

#### **Description and Analysis - Programme 2 (bachelor's study programme "Business Administration (English-language)")**

The bachelor's programme "Business Administration" in English provides an overview of the programme's financial performance, including both revenues and expenditures. Budget analysis verifies the ability to generate revenue and ensures that expenditures are aligned with programme needs. It should be noted that there is a discrepancy in the documents presented by the university. In particular, the English-language document indicates a different amount of the annual tuition fee (compared to the Georgian-language document), which overall changes the budget picture and there is a budget deficit. During the interview with the chancellor of the university, it was clarified that the English version contains a mistake and the review panel has used the Georgian version for making the conclusions.

The university has presented a 4-year budget plan for the programme, which includes the following components – expenses for the remuneration of academic staff; purchase/printing costs of textbooks, books, magazines, periodicals, readers; expenses necessary for conferences, seminars, public and other similar activities; Funding required for research activities of academic staff and amount of other unforeseen expenses.

These expenses are contrasted with the income generated from students' annual tuition fees. By comparing the income (based on the number of students) to the expenses, the feasibility of the programme is confirmed. However, attention should be drawn here to the small number of students, the possible reduction of which in the future will lead to a review of the sustainability of the programme. It should also be noted that, as revealed during the interview with the chancellor and vice-rector, the university considers this programme a priority and has planned various awareness-raising initiatives to support it.

#### **Description and Analysis - Programme 3 (bachelor's study programme "Public Administration")**

The financial sustainability of the bachelor's programme "Public Administration" is ensured by both the programme budget and university resources. Interviews conducted during the accreditation visit have revealed that next to the programme budget, other university resources will be used in the case of the

need. Budget allocated to the programme includes budget lines for staff costs, costs associated to funding of academic activities and other costs necessary for the proper implementation of the programme.

#### **Description and Analysis - Programme 4 (master's study programme "Business Administration")**

The master's programme "Business Administration" is financially sustainable. While the number of students is relatively small, the interviews conducted during the accreditation process have confirmed that the budget allocated ensures the smooth implementation of the programme.

The programme budget covers staff costs, costs for academic activities and other costs necessary for the implementation process.

#### **Description and Analysis - Programme 5 (master's study programme "Human Resources Management")**

The master's programme "Human Resources Management" is a new study programme. The budget for the academic year 2024/2025 has been calculated for 15 students in the first year and 6 students in the second year. The expenditure items include – the salary of the academic staff, printing of manuals, books, magazines, periodicals, readers, purchase of electronic resources; Conference, workshops, public lectures and other research activities; Funding of research activities of academic staff and a reserve for unexpected costs. The budget has been calculated in a way that the income from 21 students in the programme would still be higher than the expenditure. This is, however, since a large part of the resources needed for programme implementation (premises, staff, maintenance) is shared in the faculty and university overall.

#### **Description and Analysis - Programme 6 (master's study programme "Public Administration")**

The master's programme "Public Administration" is financially sustainable. The programme has been running for a long time now and it has not encountered financial challenges. The interviews conducted during the accreditation process have confirmed that the budget allocated ensures the smooth implementation of the programme.

The programme budget covers staff costs, costs for academic activities, and other costs necessary for the implementation process.

#### **Evidences/Indicators**

- Self-evaluation report;
- Interviews with the head of the program, faculty dean, chancellor and vice-rector;
- Educational program budget;

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

Recommendations and Suggestions according to the programmes: N/A

## 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<b>Programme 6 (MA Public Administration)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

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

#### Cluster and individual evaluation

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

According to the self-evaluation report and the submitted documentation, the university's quality assurance unit is committed to maintaining high teaching standards through ongoing evaluation of the quality of teaching and learning and the continuous enhancement of educational offerings. As it is seen from the documents to achieve these objectives, the Sulkhan-Saba Orbeliani University has implemented several quality assurance mechanisms, including the evaluation of educational programs, the assessment of learning outcome achievements, the evaluation of academic processes, and the performance review of academic and invited staff.

During the interviews with different stakeholders, it was noted that these quality assurance activities involve - conducting surveys among various stakeholders (students, staff, employers, graduates); monitoring and analyzing students' grades and assessing the achievement of learning outcomes.

As it is seen from the submitted documents, the internal quality assurance process is based on the PDCA (Plan-Do-Check-Act) principle, which involves planning, implementation, evaluation, and action. In accordance with the university's Quality Assurance Mechanisms, semesterly and annual surveys are conducted among academic/invited staff, students, employers, and alumni using questionnaires distributed through the academic e-system. The department processes these survey results to generate quality evaluation reports. These reports are then shared with faculties for review and the development of recommendations. The Quality Management Department compiles final reports, which are presented to the academic council. Based on these discussions, an operational plan is formulated to address identified issues.

The programme self-evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert group had an opportunity to

meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. Mostly the academic staff were responsible for designing the program learning outcomes, as well as on the courses given in the curriculum, while the administrative staff was engaged in collecting data from different stakeholders. The self-evaluation team identified components to be evaluated and assigned evaluators. The quality assurance unit coordinated the work of this group and various sub-groups, engaging intensively with stakeholders to ensure program alignment with field-specific and accreditation standards. During the development of revised programs, feedback from questionnaires sent to academic and invited staff was analyzed by the program manager and involved staff, contributing to program improvement.

The expert team double-checked during the interviews whether all different groups were involved in the program development. It was confirmed that the Quality Assurance unit in collaboration with program staff, is actively engaged in addressing the weaknesses identified during the preparation of the self-evaluation report. This ongoing effort demonstrates a commitment to continuous improvement and ensures that necessary measures are implemented to enhance the quality of the educational programs given in this cluster. By working together, the Quality Assurance unit and program staff are focused on creating a more effective and responsive educational environment that meets the needs of students.

As mentioned, several times during the interviews, the Emergency Remote Learning equally affected all existing programs given in this cluster, due to the outbreak of COVID-19 the university was delivering classes online for almost four semesters. As the submitted documents confirm there were guidelines and additional policies/mechanisms developed to smoothly run the process. Moreover, the teaching staff mentioned they got support from the university administration to run the teaching and learning activities. The quality assurance office on the faculty level proactively met the academic staff members to guide them during online teaching.

**If necessary, description and analysis according to the education programmes** N/A

#### **Evidences/Indicators**

- Self-evaluation report;
- Quality Assurance Mechanisms;
- Evaluation Results and the Rule of their use;
- Educational programs;
- Methodology of Planning, Elaborating, Developing of an Educational Program;
- Interviews during the site visit;
- University webpage.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

## 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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### 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

According to the submitted documentation and the interview outcomes, the evaluations of the programmes offered in this cluster demonstrate the university's proactive approach to responding to feedback and ensuring programme quality. The bachelor's programme "Business Administration" successfully addressed the accreditation council recommendations by revising evaluation criteria and introducing initiatives to boost student motivation and English language proficiency. Similarly, the master's programme "Business Administration" integrated expert advice, such as incorporating digital marketing and enhancing the communication course, to align with global standards. The newly developed programme "Human Resources Management" also underwent significant modifications, including the addition of courses and updates to academic literature, reflecting a commitment to adapting to industry needs.



The master's programme "Public Administration" particularly stood out for its comprehensive improvements based on initial accreditation feedback. Key enhancements included strengthening the economic and strategic components and refining the evaluation methodology for practical and research elements. The programme garnered positive reviews from both Georgian and international experts, who highlighted its well-balanced curriculum that effectively integrates theoretical and practical knowledge. Across all programmes, the university's responsiveness to external evaluations and dedication to continuous improvement is evident, reinforcing its commitment to academic excellence and relevance in a rapidly changing educational landscape.

### **If necessary, description and analysis according to the education programmes**

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

As the submitted documentation states, the bachelor's programme "Business Administration" was re-accredited on May 30, 2019. All recommendations from the council were fully implemented, specifically: The evaluation criteria for the courses "Principles of Micro-economics," "Principles of Macro-economics," "Financial Accounting," and "Management of Risks" were reviewed and adjusted. To enhance student motivation, the university developed an operational plan in line with its new strategic plan, which included measures such as awarding prizes to student conference winners, publishing student research (in collaboration with supervisors) in the university's publications, providing financial incentives, and more.

During the interviews with the head of the programme, it was confirmed that to strengthen English language proficiency, the programme incorporated foreign lecturers and established an English-language club, which organizes various projects to help students improve their language skills. Additionally, the programme was evaluated by both Georgian and international experts. The updated version received positive feedback from Ostfold University College in Norway. The evaluation praised the programme for effectively meeting its objectives, highlighting its structure, content, and emphasis on developing essential practical skills. Additionally, a colleague from Tbilisi State University also provided feedback, suggestions were incorporated into the programme revisions, including the addition of a mandatory course on "International Economy" to give students a broader understanding of current global economic issues and trends.

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

According to the self-evaluation report, during the re-accreditation process for the bachelor's programme "Business Administration" in English, the programme was granted a 7-year accreditation, in 2019. Based on the recommendations provided by the experts, the course "Introduction to Business Research Methods" was added as a mandatory requirement; the course "Operational Management" was moved from the elective category to the mandatory category; the syllabus and reading materials for the course "Business Law" were updated and revised. During the interview with the head of the programme, it was confirmed that these changes were submitted to the Accreditation Council, which accepted the report for reference.

#### **Description and Analysis - Programme 3 (BA Public Administration)**

During the interviews with the head and co-head of the programme, it was explained that the bachelor's programme "Public Administration" has been reviewed by both Georgian and international experts from Ivane Javakhishvili Tbilisi State University, Ukrainian Catholic University. Overall, the evaluations were positive, highlighting the programme's well-balanced combination of theoretical and practical courses, which effectively support the programme's objectives. One suggestion was made by a representative from the Ukrainian Catholic University, who recommended providing clearer information on the process for selecting elective courses. However, this matter has already been addressed by Sulkhan-Saba Orbeliani University's "Educational Process Regulations," and no further adjustments were necessary.

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

According to the self-assessment report, the master's programme "Business Administration" underwent an external collegial evaluation both by local and international partners. As mentioned during the interview, one of the recommendations was incorporating a digital marketing course to address the impact of digital transformation. Overall, both evaluators agreed that the master's programme meets the accreditation criteria and standard requirements.

#### **Description and Analysis - Programme 5 (MA Human Resources Management)**

As it was stated during the interviews, the master's programme "Human Resources Management", being a newly established programme, underwent a comprehensive accreditation process. Throughout this period, significant efforts were made by those involved to ensure the programme met the required standards. Various modifications were implemented based on the recommendations provided by the accreditation expert group, specifically: the course "Organizational Psychology," previously an elective, was moved to the list of mandatory courses; the course "HR Management in Public Service" was reclassified as an elective instead of a mandatory course; the credits for the course "Research Methods and Data Analysis SPSS" were increased to 6 credits, with an enhanced focus on both quantitative and qualitative research methodologies.

The Head of the Programme confirmed that the institution's report on implementing these recommendations was accepted by the accreditation council. Additionally, in response to collegial evaluations aimed at improving programme content and teaching quality, feedback and suggestions from the HR Management Department, the Management and Administration Faculty of TSU's Economic and Business Faculty, and the HR Management Department of Georgia's Public Bureau were incorporated into the programme.

#### **Description and Analysis - Programme 5 (MA Public Administration)**

According to the self-assessment report, in February 2021, the university submitted a report to the National Centre for Educational Quality Enhancement detailing the implementation of recommendations provided by the Educational Programs' Accreditation Council during the initial accreditation of the master's programme "Public Administration". The report outlined the comprehensive actions taken to address all suggested improvements and modifications within the programme. Specifically, the economic component of the programme was strengthened with the addition of a relevant mandatory course. Furthermore, strategic and political planning subjects, along with their prerequisites, were designated as

compulsory. The academic literature for courses was updated, and additional foreign language resources were incorporated.

The heads of the programme confirmed that the programme underwent external collegial evaluation by both Georgian and international experts. All evaluations were positive and did not include any additional recommendations. Overall, all assessments underscored the programme's strong focus on its practical components.

#### Evidences/Indicators

- Self-evaluation report;
- Educational programmes;
- Report on fulfilling recommendations of the accreditation council;
- External Collegial Assessments;
- Interviews during the site visit;
- University webpage.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

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

#### 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
<b>Programme 1 (BA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (BA Business Administration (in English))</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (BA Public Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (MA Business Administration)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5 (MA Human Resources Management)</b>	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.

#### 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

According to the submitted documentation, the monitoring and periodic evaluation of the given programmes is carried out in accordance with the rules and procedures existing at the university. Namely, academic and administrative staff, as well as students, graduates and employers are involved in this process. Based on meetings with them, the needs are identified, which are discussed in the program self-evaluation team, then at the faculty council, and if changes are needed, they are submitted to the academic council for approval. During the interviews it was confirmed that programme monitoring and periodic review is conducted with the involvement of academic and invited staff; students; and employers, through systematically sending out online surveys and questionnaires at the end of each year, then collecting and analyzing information to refine and modify the programmes.

According to the submitted documentation, the programmes offered in this cluster undergo annual monitoring, aimed at evaluating the qualifications of the involved staff and the achievement of learning outcomes. This process involves academic and invited staff, along with input from employers, students, and graduates through structured questionnaires. The Quality Evaluation Department reviews the results to inform future actions. For both master's and bachelor's levels, established quality mechanisms include assessing the scientific research components of the programmes.

During the interviews with the quality assurance unit it was stated that since 2018, the systematic collection and analysis of information have led to programme adjustments based on feedback. For instance, in response to suggestions from students and employers to enhance skills in communication, negotiation, and presentation, the bachelor's programme introduced mandatory courses such as "Communication, Presentation, and Discussion Technique" and "Academic Writing," splitting the former course into two. The academic offerings were expanded to meet practical skill development needs, with flexibility for student preferences and market demands. Additionally, the recommendations from staff evaluations often emphasized enhancing student participation in extracurricular activities, leading faculties to organize various events, including research conferences, business competitions, and master classes by successful entrepreneurs.

As it was confirmed by heads of programmes, the programmes given in this cluster were also refined by comparing them with similar offerings from local and international universities, ensuring alignment with current educational trends.

As the submitted documentation states, the surveys of academic staff, invited staff, alumni, students, and employers are conducted every semester and year. The faculties use the collected data to create reports on the educational programmes, while the Quality Assurance Department prepares overall reports for discussion by the academic council. An operational plan is then developed, outlining relevant recommendations, actions to be taken, timelines, and responsible persons or units. The expert team asked a few questions regarding the number of responses the university is getting, considering the fact that student surveys are not mandatory and in some programmes, the number of students is not that high. The QA unit representatives confirmed that they would like to get more data thus proactively informing students about their role and importance of filling the surveys. The expert team suggests that a qualitative approach is being implemented in the programmes where the number of students is not that high so that the information can be collected with interviews and focus groups.

During the interviews with alumni of the master's programmes, they confirmed they had evaluated their supervisor and the expert team requested those forms as an additional document, that was presented by the university. The outcomes of the evaluation were mostly positive, having open-ended questions to comment on particular aspects as well.

**If necessary, description and analysis according to the education programmes N/A**

#### **Evidences/Indicators**

- Self-evaluation report;
- Survey results;
- Quality assurance mechanisms, evaluation results and rule of their use;
- Interviews during the site visit;
- University web-page

**General recommendations of the cluster: N/A**

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

- It is suggested to implement the qualitative approach of collecting data in the programs where the number of students is not that high so that the information can be collected with interviews and focus groups.

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

#### **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 (BA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	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 (BA Business Administration)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA Business Administration (in English))	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (BA Public Administration)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA Business Administration)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (MA Human Resources Management)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (MA Public Administration)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable): -

Name of the higher education institution: Sulkhan-Saba Orbeliani University

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

Contents  Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements , Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (BA Business Administration)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (BA Business Administration (in English))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (BA Public Administration)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (MA Business Administration)	Substantially complies with requirements	Complies with requirements	complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (MA Human Resources Management)	complies with requirements	complies with requirements	complies with requirements	Does not Comply with requirements	Complies with requirements
Programme 6 (MA Public Administration)	complies with requirements	Complies with requirements	complies with requirements	Complies with requirements	Complies with requirements

Signatures

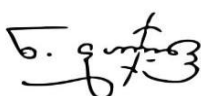
Chair of Accreditation Experts Panel

Asnate Upmace, signature



Of the member(s) of the Accreditation Experts Panel

Nino Parsadanishvili, signature



Iza Bukia, signature

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Nanuli Okruashvili, signature

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Giga Khositashvili, signature

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Giorgi Merabishvili, signature

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