**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Business Administration, Bachelor Program
Public Administration, Master Program**

**ST. ANDREW THE FIRST-CALLED GEORGIAN UNIVERSITY OF THE PATRIARCHATE OF
GEORGIA**

Evaluation Date(s)
September, 6-7, 2024

Report Submission Date

28.11.2024

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	St. Andrew the First-Called Georgian University of the Patriarchate of Georgia
Identification Code of Institution	205233022
Type of the Institution	Non-enterpreneurial (non-commercial) legal entity

Expert Panel Members

Chair	Eugenia Busmachiu, National Agency of Quality Insurance/Academy of Economic Studies, Republic of Moldova
Member	Nino Parsadanishvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member	Mariam Burmistrova, East-European University, Georgia
Member	Ekaterine Natsvlishvili, European University. Georgia
Member	Sandro Tabatadze, Tbilisi State University, Georgia
Member	

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Bachelor's Program: Business Administration	Master's Program: Public Administration
Level of higher education	Level 6	Level 7
Qualification to be awarded	Bachelor of Business Administration	Master of Public Administration
Name and code of the detailed field	management and administration, 0413	management and administration, 0413
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]		
Language of instruction	Georgian	Georgian
Number of ECTS credits	180 ECTS	120 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	04.04.2019, #93, Expired date 04.04.2023	03.08.2017, #52 03.08.2024

---

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

II. Accreditation Report Executive Summary

- Bachelor's Program: Business Administration (Georgian language)

- Master's Program: Public Administration (Georgian language)

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

St. Andrew the First-Called Georgian University of the Patriarchate of Georgia has been implementing an evaluated Bachelor's degree program in "Business Administration" at the School of Business Computing and Social Science of SANGU, which was inaugurated in 2019 and in re-accredited phase since 2022. The program provides a comprehensive curriculum that includes both required and elective courses. The primary objective of this programs is to cultivate competitive professionals in the area of business administration by equipping them with the knowledge and skills necessary to enhance business management practices and leadership abilities.

Since 2017, the Master's program in "Public Administration" has been in operation at the School of Humanities and Law of N(N)L E St. Andrew, the First-Called Georgian University of the Patriarchate of Georgia (SANGU). In accordance with the resolution no. 52 issued by the Accreditation Council of Educational Programs, this program has been granted accreditation for a period of seven years.

The volume and distribution of credits are:

- Bachelor's program "Bussines Administration" is 180 credits, the length of the program is 3 years (6 semesters).

- Masters s program in "Public Administration" is 120 credits, and the duration is 2 years (4 semesters).

The education process of both programs is located at the buildings at 53a Ilia Chavchavadze Avenue, Tbilisi, 0179 Georgia. The Bachelors "Bussines Administration" program is administered by the School of Business, Computing and Social Sciencies and Master "Public Administration" Program by the School of Humanities and Law.

- **Overview of the Accreditation Site Visit**

Prior to the accreditation site visit, the members of the Expert Panel met for a collaborative session to discuss the mission and objectives of the accreditation process for the "Business Administration" and "Public Administration" programs at St. Andrew, the First-Called Georgian University of the Patriarchate of Georgia.

---

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

The Panel members were granted access to the OneDrive storage and the university's official website. The materials available on OneDrive included a Self-Evaluation Report (SER) and supplementary documentation in both English and Georgian.

The Expert Panel conducted a site visit to St. Andrew, the First-Called Georgian University of the Patriarchate of Georgia, on September 6-7, 2024, following a predetermined agreed agenda. During the visit, the Panel engaged in interviews with stakeholders, including university and faculty administration, the self-evaluation team, academic and invited staff from both programs, program heads, students and university alumni, employers, public administration institutions representatives, and representatives from the Quality Assurance department of the University. Throughout the visit, the Panel requested additional documentation, which the institution provided during the interview sessions.

The panel gained insights into the university's resources, including laboratories, the library, IT systems, and classrooms. At the end of the second day, they met with university representatives to discuss preliminary observations, which helped foster a collaborative atmosphere.

The Expert Panel expresses its gratitude for the efficient communication, collaboration, and professionalism among the university departments and offices, as well as for their active participation during the site visit interviews.

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

Program 1. Bussines Administration, Bachelor, 180 ECTS

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

Program 2. Master Program "Public Administration", 120 ECTS

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

- **Recommendations for cluster**

1. It is recommended to revise learning outcomes in terms of reliability and assessment, as well as fully compliance with the subject benchmarks' statements elaborated for the HE Programs in Business Administration and Public Administration, in order to cover recommended minimal competencies that are required to acquire a required degree. (1.2)
2. It is recommended to revise both BBA and MPA programs in terms of structure optimization and enrichment of their content. (1.4)
3. To enhance the quality of both the BBA and MPA programs, it is recommended that SANGU conduct a thorough review of credit allocation and contact hours, ensuring they align with course content and complexity. (1.5)
4. It is recommended to improve the course assessment methodology. (1.5)
5. It is recommended that the university ensures that all parties (professors, supervisors, MA student/alumni) are well familiar with the procedure and criteria of evaluating the scientific research component to specify who is responsible for assessing each aspect—whether it be the supervisor, reviewer, or commission members. (3.1)
6. It is recommended that SANGU ensures students have the opportunity to evaluate the implementation of the scientific research component and the performance of their master's thesis supervisor. (3.2)
7. It is recommended that the programs included in the cluster directly involve students, graduates, and employers in preparing the self-evaluation report. (5.1)
8. It is recommended that the check-and-act components be thoroughly and periodically implemented in the PDCA cycle of program quality assurance. (5.1)
9. It is recommended to have internal quality mechanisms for monitoring and evaluating the distance learning process. (5.1)
10. It is recommended that SANGU ensures students evaluate the implementation of the scientific research component and the master's thesis supervisor. (5.3)
11. It is recommended that SANGU establish a clear and transparent plan for guiding students' individual study plans as they transition from 240-credit to 180-credit BA education programs. (5.3)
12. It is recommended that a system for evaluating learning outcomes, including periodic assessments and target benchmarks, be established to evaluate each educational program's effectiveness in the cluster. (5.3)

Recommendations for BA Business Administration

13. It is recommended, in order to achieve the stated learning outcomes, to revise the structure of the program in terms of decreasing the credits for Free elective courses and increasing credits for Compulsory courses of the speciality (1.4).

14. It is recommended that the BBA program's content be enhanced with the following issues/topics/courses: entrepreneurial activity and innovation management; management of operations and quality; logistics, supply chain management, project management; change management; organizational behaviour; and leadership (1.4).

15. It is recommended to revise courses in terms of teaching and assessment methods for applying the relevant tools to ensure the learning outcomes measurement and achievement (1.5).

16. It is recommended that the Learning Outcomes Map be revised to clearly define the role and intensity of each compulsory course in achieving and measuring the program learning outcomes. (1.5).

Recommendations for MA Public Administration

17. It is recommended to revise courses in terms of teaching and assessment methods for applying the relevant tools and create valid rubrics to ensure the learning outcomes measurement and achievement. (1.5)

18. It is recommended to enrich the content of the MPA program in terms of compliance with the recommended key issues stated in subject benchmarks to strengthen the development of graduates' competencies in specific areas, such is: Public Procurement Management, Programs and/or Project Management in Public/Civil Sector; HRM in Public Service Organizations; Administrative Leadership, Organizational Development and/or Change Management in PA; Planning and Governing Local/Municipal/Regional/State Development (organizational, strategic, social-economic). (1.5)

Suggestions for cluster

1. It is suggested that objectives related to practical learning be revised and updated and to indicate the competitive advantage of both the BBA and MPPA programs (1.1).
2. It is suggested that a comprehensive framework for stakeholder engagement be developed to enhance the transparency and effectiveness of the evaluation process. These steps will help ensure that the learning outcomes are consistently and accurately measured, leading to continuous improvement of both programs. (1.3)
3. It is suggested to enhance the elective options in offered programs both BBA and MPA to provide students with more specialized knowledge and skills tailored to emerging industry / sectoral needs. (1.4)
4. It is suggested to revise courses of both BBA and MPA programs in terms of updating the content/topics and literature in accordance with the contemporary trends and issues of industry and fields of taught subjects. (1.5)
5. It is suggested that the partnership be extended with real and banking sectors to diversify the offer and demand for student internships at the level of bachelor's and master's programs. (2.2)

6. It is suggested that lecturers effectively apply and implement various teaching strategies, learning methods, and assessment tools, and the institution engages in relevant activities to support this goal. (2.3)

7. It is suggested that syllabi provide a more detailed description of the teaching methods and assessment tools or rubrics employed. (2.3)

8. It is suggested that SANGU should develop a comprehensive internal quality assurance policy document. (5.1)

9. It is suggested that SANGU enhance its internal quality office with additional human resources to complete the PDCA cycle promptly. (5.1)

10. It is suggested that the external peer review process be more systematic and regular and that the program heads and the quality assurance office be involved in planning it. (5.2)

11. It is suggested that the monitoring and evaluation of education programs implemented in SANGU should include the criteria of compatibility with sectoral benchmarks. (5.3)

- **Suggestions for the Programme Development BA Business Administration**

12. It is suggested to update the Bachelor program in BBA program to include more actual issues of contemporary business, such as digital transformation, data analytics, strategic innovation, etc. (1.4)

- **Suggestions for the Programme Development MA Public Administration**

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

  - Individual approach to students and learning outcomes;
  - IT modern infrastructure for the education process;
  - Good cooperation with labour market representatives;
  - Good corporate governance of the institution;
  - Opportunities for internationalization;
  - Sustainable University.

---

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

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

  The expert group has reviewed the argumentative position presented by the institution. Based on this review, the existing recommendations and suggestions have not been altered or removed.

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

  The Quality Assurance Service is monitoring the implementation of the progress and recommendations from the previous accreditation in accordance with the university activity plan. The self-evaluation report summarizes the accomplishments.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

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

---

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

The programme has clearly established objectives and learning outcomes, which are logically connected to each other. The programme objectives are aligned with the mission, objectives and strategic plan of the institution. The learning outcomes of the programme are regularly assessed to improve the programme. The programme's content and consistent structure ensures the achievement of the established 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, educational programme, and define the set of knowledge, skills and competencies a programme aims to develop in graduate students. They further illustrate the contribution of the programme to the development of the field and society.

Cluster and individual evaluation

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

The Bachelor of Business Administration and Master of Public Administration programs align with SANGU's mission objectives. SANGU's "Business Administration" bachelor's and "Public Administration" master's programs align with its strategic development plan, which focuses on identifying priority educational areas, content development, and structural improvement. The university's administration ensures that the program's goals are achieved through the provision of a good and modern infrastructure, an experienced and professional teaching staff, and a clear link between the goals and outcomes of the programs. The programs provided by the university have made a significant contribution to the development of the labour market and the insertion of specialists into field activities. During the interview, the university staff demonstrated a profound understanding and enthusiasm for the values and objectives of both programs, emphasizing the relationship between strategic goals and the expected outcomes of the study programs. The representatives of the labor market engaged in discussions regarding the necessity of conducting labor market assessments by the university, as well as the importance of developing effective collaboration with the business sector. This partnership aims to offer highly skilled specialists for private enterprises, public authorities, and public institutions.
The employers expressed their gratitude for the labour market research report undertaken by the university regarding both programs.

The BA Business Administration program and MA Public Administration program integrate best practices from the educational programs of partner universities, including Kentucky University, USA. They include elements of internationalisation related to teaching, study resources, and methodologies. SANGU University collaborates with various partners from European and American institutions. Faculty and

students engage in international training programs, webinars, lectures, conferences, and research activities focused on public administration and business.

The university actively promotes international publications and financially supports students and faculty. It hosts a series of public lectures on European integration featuring professors from Georgia, other countries, and international institutions. The information about public lectures is published on the SANGU website. The Chamber of Commerce of Georgia contributes to the university's internationalization efforts and capacity development. The university administration has emphasized its commitment to expanding international relations, fostering partnerships, and facilitating the exchange of best practices. Furthermore, the university's stable financial position enables faculty and students to meet the institution's objectives in this area.

The bachelor's (BA) and master's (MA) study programs within the cluster are logically linked, correspond to the subject of study, and are consistent with the Georgian legal and strategic framework. The educational programs for Bachelor's and Master's degrees in Public Administration meet the requirements of the national qualification system. The "Business Administration" Bachelor's and "Public Administration" Master's programs are transparent, and all information related to study programs is posted on the university's website, rendering them public and accessible to all interested parties, including academic and administrative staff, potential students, and the general public. In addition, the program objectives are clearly defined and achievable, considering the field of study, level, and educational program.

Description and Analysis - Programme 1: Bussines Administration, Level 6

The objectives of the bachelor's Bussines Administration are aligned with SANGU's mission and focus on equipping students with essential theoretical knowledge, practical skills, and values needed for the development of effective professional careers. The main goal of this program is to train competitive specialists for the business environment.
The BBA Program objectives are defined as realistic and achievable, reflecting the specific requirements of a bachelor's level education in business administration. The objectives reflect the general demands of the labour market (both local and international) and consider the need for transferable skills and adaptability in a modern business environment. In addition, transparency in program objectives and stakeholder involvement further demonstrates compliance with accreditation standards, ensuring that graduates are well-prepared for managerial jobs and management functions in the business sector. Supporting documents, including the self-evaluation report (SER), program descriptions, and stakeholder feedback, validate the program's alignment with accreditation standards. Despite the mentioned above, program objectives are formulated generally and do not indicate clearly the key competitive advantage of this BBA program. Thus, it is suggested to provide an elaboration of the clearly defined objectives to indicate the competitive advantage of this BBA program.

Description and Analysis -Programme 2 Public Administration, Level 7.

In general, the objectives of this master's Program in Public Administration are aligned with SANGU's mission and focused on equipping students with deep theoretical knowledge and providing them with the practical skills necessary to exercise management powers in public administration bodies, based on the knowledge gained at the Bachelor's level. The program curriculum develops decision-making and

problem-solving competencies in students, which are achieved based on skills such as self-directed learning (independently updating knowledge), teamwork, interdisciplinary thinking, and communication skills. Practice-oriented training should provide the student with the means to apply scientific reflection, research methodologies, and theoretically informed discussion competencies to convert theoretical knowledge into practical skills in an unforeseen and multidisciplinary environment at the workplace. Thus, in this program the following six objectives are defined: (1) to provide the student with deep and systematic knowledge of modern public administration models, challenges and development trends; to introduce the process of Europeanization of public administration; (2) the student should develop skills of using legal tools and informational, human, material and financial resources for the organization of public administration and decision-making in the public sector; (3) the student should develop the ability to plan and coordinate public administration policy taking into account the legal, economic, socio-political context; (4) to develop the ability of the student to implement the principles of open governance, accountability and integrity and norms of incompatibility of interests in compliance with the requirements of public administration; (5) the student should acquire the ability to present his/her research results before the academic and professional community; (6) to develop the student's ability to recognize and respect the rules of academic honesty and standards of professional ethics. The objectives correspond to SMAT criteria.

The MPA Program objectives are also defined as realistic and achievable, reflecting the specific requirements of a master's level education in public administration. In general, objectives reflect on the general demands of the labor market (more over on local) and consider the needs for analytical, critical thinking, and research skills. In addition, aligning these objectives with the university's mission and strategic goals is evident. The program objectives are publicly accessible, ensuring transparency in program objectives and stakeholder involvement further demonstrates its compliance with accreditation standards, ensuring that graduates are prepared for the job tasks in the public sector. Supporting documents, including the self-evaluation report (SER), program descriptions, and stakeholder feedback, validating the program's alignment with accreditation standards. It should be mentioned that program objectives do not indicate clearly the key competitive advantage of this master's Program in Public Administration. Thus, it is suggested to provide elaboration of the clearly defined objectives to indicate the competitive advantage of this MPA program and identify more detailed the set of knowledge, skills and competencies that graduates should ensure.

Evidences/Indicators

- o   Interview
- o   Bachelor's Studies Educational Programme for Bussines Administration;
- o   Master's Studies Educational Programme for Public Administration;
- o   SANGUS self-evaluation report;
- o   https://www.sangu.edu.ge/eng/home .

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested that objectives related to practical learning be revised and updated and to indicate the competitive advantage of both the BBA and MPPA programs (1.1).

Evaluation [6]

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

An analysis of the documentation, university self-report, and interview results from stakeholders has revealed that the Learning Outcomes for both programs were developed through the active involvement of employers from the private and public sectors and university alumni. This collaborative methodology has ensured that the outcomes are aligned with the requirements and expectations of both national and international labour markets. Furthermore, the participation of students, academic staff, and guest faculty in formulating the program's learning outcomes was acknowledged. The learning outcomes associated with both educational programs mostly demonstrate coherence in terms of content, complexity, and the sustainability of the cluster programs. Moreover, the program learning outcomes, in general, are measurable, achievable, and realistic. They are substantially consistent with the appropriate level of qualification, detailed field descriptors, and the qualifications to be awarded. Furthermore, these learning outcomes, in general, are based on sectoral subject benchmarks for HE programs in Business Administration and Public Administration, developed in accordance with the National Qualifications Framework (NQF) and substantially cover the key issues stated in them. The consistency of these outcomes in content, complexity, and difficulty across different educational levels within the cluster reflects a development process that considers the relevant educational cycles, thereby ensuring a coherent progression for students. The program is aligned with the employment requirements of its graduates and

---

[6] Evaluation is performed for each programme separately.

facilitates their progression to advanced levels of education. Furthermore, the individuals responsible for the program's implementation communicate the learning outcomes to relevant stakeholders.

Description and Analysis - Programme 1: Bussines Administration, Level 6

The Bachelor's educational program in Business Administration aims to prepare graduates with a business administration degree to solve business management problems, analyze current events, make rational decisions, manage operational activities, and contribute to industry and society's development. The program focuses on developing theoretical foundations, management, company management, organizational abilities, teamwork skills, and leadership qualities. Graduates are provided with practical skills through practice courses and a bachelor's thesis combining theoretical and practical knowledge. The learning outcomes of the Bachelor's program in "Business Administration" are structured to ensure that students develop a comprehensive understanding of fundamental concepts and methodologies relevant to management and administration. The program emphasizes developing theoretical and practical skills, focusing on data collection, organization, and analysis, as well as modern business management theories and models. It aims to enhance communication and leadership abilities while evaluating factors affecting corporate governance and performance, identifying business risks, and utilizing modern technologies.
Graduates are expected to possess a thorough understanding of business management principles, strategic and risk management, decision-making processes, and analytical methods, along with effective stakeholder communication and a commitment to ethics and academic integrity.
The program's learning outcomes are comprehensive and substantially align with the knowledge and skills expected at the bachelor's level. Despite the mentioned above, some learning outcomes should be revised in terms of compliance with the subject benchmarks statements, in order to cover recommended minimal competencies (particullarly, in the field of Entrepreneurship and Innovations; Management of resources and operations, quality management, project management, logistics, supply chain management, consumer behavior; Organizational behavior and leadership, etc.), that are required to acquire a bachelor's degree and are stated in mentioned subject benchmark for BA programs. Furthermore, learning outcomes are formulated very general and do not outline clearly the specific knowledge and skills which students are expected to gain upon completion. Thus, key advantages of this BBA program are not defined clearly.

Description and Analysis -Programme 2 Public administration, Level 7

The Master's degree program in "Public Administration" is designed to provide students with a comprehensive understanding of contemporary theories and challenges in public management, in accordance with national qualification standards. The program emphasises the development of practical skills through real-world applications and active participation in public administration activities. Students receive training to conduct independent research using modern methodologies and are expected to achieve proficiency in the use of legal instruments and various resources essential for effective public administration and decision-making. Furthermore, the curriculum encompasses the planning and coordination of public policies within legal, economic, and socio-political contexts, while also fostering strategies that promote open governance and accountability. The learning outcomes are substantially relevant and mostly promote the development of essential competencies for graduates in the field of public administration. In addition, the Program learning outcomes are formulated very generaly and do not

outline clearly the specific knowledge and skills which students are expected to gain upon completion. Thus, key advantages of this MPA program are not defined clearly. In addition, some learning outcomes are not clearly measurable, which is a key requirement for effective learning outcomes. For instance, "he/she determines the professional development needs of the employees on the basis of the normative bases of the professional development of the professional civil servant and the strategic approaches of the public institution" is vague and difficult to assess objectively. Learning outcomes should be drafted in a way that allows for clear assessment and measurement of student achievement. It means that learning outcomes should be revised in terms of an effective and reliable assessment, as well as compliance with the subject benchmarks statements (elaborated for the HE Programs in Public Administration, in order to cover recommended minimal competencies (particullarly, in the field of PA Policy Planning and Coordinating; E-governance: Delivering Public Services , etc.), that are required to acquire a Master's degree and are stated in mentioned subject benchmark for PA programs.

Evidences/Indicators

- o   Interview
- o   Ilustrative table with learning outcomes
- o   Bachelor's Studies Educational Programme for Bussines Administration;
- o   Master's Studies Educational Programme for Public Administration;
- o   Methodology of planning, elaboration and development of educational programs
- o   SANGUS self evaluation report
- o   Labor market research results

General recommendations of the cluster:

- • It is recommended to revise some learning outcomes in terms of a reliable and assessment, as well as fully compliance with the subject benchmarks' statements elaborated for the HE Programs in Business Administration and Public Administration, in order to cover recommended minimal competencies that are required to acquire a required degree. (1.2)

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 - Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	☐	x	☐	☐

Programme 2 Public Administration, Level 7	☐	x	☐	☐

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 constituted committee regularly verifies the learning outcomes of reviewed programs using evaluation methodology, following internal norms and processes. The objectives of the business and public administration programs directly align with the learning outcomes of the program. The interview revealed the use of a unique assessment method, to achieve 80 or more points for approximately 70% of students. They employ both direct and indirect methods. The Bloom Taxonomy Revised Approach directly links the learning outcomes to the fields of study. After finishing the Business Administration degree, students will be able to examine the present state of the business environment and make recommendations on how to run a business effectively. They can also use worldwide best practices while making decisions. The evaluation plan's chapter on learning outcomes describes the learning outcomes. The Quality Assurance and Strategic Development Service has primary responsibility for the technique used to assess learning outcomes. Students and teachers expressed interest in the evaluation analysis reports' findings. The Quality Assurance and Strategic Development Service advises academic and visiting staff on strategies for assessing learning outcomes. Furthermore, it promotes the development of skills in the design, measurement, and analysis of these outcomes. The evaluation results are addressed at the faculty level and shared with all relevant parties. From the provided documents and interviews, it is evident that the university and faculty quality assurance services play a crucial role in establishing a system for evaluating the learning outcomes of educational programs. Based on presented documentation, as well as interview results, the Panel noted the following: when evaluating the learning outcomes of the BBA and MPA program, it is determined to what extent the student and/or graduate has achieved the planned learning outcomes, that will be determined by the following means: a) with a specific method of assessment in the relevant component of the program; b) self-evaluation of graduates (how they will evaluate the results they have achieved); c) by employers assessing the graduates' skills; d) according grade point average of graduates (GPA); e) by analyzing the final evaluations of Bachelor's/Master's theses; f) by alumni employment rates. Target Benchmarks for Direct Assessment Methods are the following: in the study component, at least 70% of students should receive 80 points or more, 51-79 points - 28%, and 0-50 points - 2%. The evaluation will be conducted based on the study component after the conclusion of the 6th semester. The assessment of educational components will be conducted after the completion of the 6th semester in the case of the BBA program, and the 4th semester in the case of the MPA program. Regarding the

Target Benchmarks for Indirect Assessment Methods the Panel noted the following: during the self-assessment, the graduate evaluates himself/herself in terms of achieving learning outcomes. In this case, according to the target score are as follows: at least 70% of students should receive 80 points or more, 51-79 points – 28%, and 0-50 points – 2%. Evaluation of the graduate by the employer the employer evaluates the extent to which the graduate has achieved this or that learning outcome. In this case, the target benchmark is the following: At least 70% of employers should evaluate the result as 80 points or more, 51-79 points – 28%, 0-50 points – 2%.

Based on the SER, documents provided, and panel interviews, in general the evaluation mechanisms for the BBA and MPA programs demonstrate a structured approach to assessing learning outcomes. However, there are some issues that need improvement to ensure full compliance with Standard 1.3. Despite the programs appropriately utilizing both direct and indirect assessment methods, with the latter involving stakeholder feedback through questionnaires (that aligns with the standard's requirement for external stakeholder engagement), the panel interviews could not provide clearly concrete examples of how this feedback is incorporated into program improvements. At the same time, according to the Office of Quality Assurance and Strategic Information, the evaluation analysis of the program's learning outcomes is shared with all interested parties, and all invited professors are trained to apply direct and indirect assessment methods. The roles and responsibilities mentioned by employers, alumni, and professional associations in the evaluation process were explicit, and they ensured their effective participation in defining the learning outcomes and contribution via surveys. discussions with the University. The Panel confirmed this during the site visit interviews as this requires careful addressing. Thus, for enhancing/improving the transparency and effectiveness of the evaluation process of learning outcomes achievement, it is suggested to develop a comprehensive framework for stakeholder engagement, which will help ensure that the learning outcomes are consistently and accurately measured, leading to continuous improvement of both the programs.

Evidences/Indicators

- o   Program learning outcomes assessment methodology
- o   Expert Panel Interview with the Head of Programs
- o   The Expert Panel's interview with academic and invited staff.
- o   Expert Panel Meeting with Representatives from the Quality Assurance Service
- o   The Expert Panel's interview with students, alumni, and employers of the programs.
- o   MA programme Description
- o   BA programme Description
- o   Self-Evaluation Report
- o   Curricula

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested that a comprehensive framework for stakeholder engagement be developed to enhance the transparency and effectiveness of the evaluation process. These steps will help

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the supporting documentation, and the on-site interviews, it has been determined that the development and enhancement of the Bachelor's "Business Administration" and Master's "Public Administration" programs were performed considering feedback and recommendations from stakeholders, as well as alignemet with both local and international best practices, and the available human, material, and financial resources at the university. Additionally, it is essential to emphasize that the educational programs were developed in accordance with the national legal framework and with university's established methodology.

The study programs generally are designed by incorporating national and international best practices, leveraging the expertise of scientific and teaching staff who have been involved in various projects and mobility initiatives. This collaborative experience, gained from both domestic and partner institutions,

informs the development of the programs. Additionally, the curricula are benchmarked against those from other universities that offer comparable competencies, ensuring compatibility and facilitating opportunities for academic mobility. Both the BBA and MPA programs are generally align with the requirements of the standard component. The programs are designed according to the European Credit Transfer and Accumulation System (ECTS), with appropriate credit allocation and duration. Both programs include a mix of compulsory and elective components, which allows for some degree of customization. In addition, they are mostly aligne with the Subject Benchmark Statements for HE programs in Business and Public Administration. However, the structure of the programs needs to be revised in terms of achieving stated learning outcomes effectively.

Description and Analysis - Programme 1: Bussines Administration, Level 6

The Bachelor's educational program in Business Administration complies with Georgian legal requirements and is performed according to the European transfer system. The program is designed for 3 years and includes 180 ECTS credits, which are distributed as follows: 30 ECTS for compulsory university courses, 95 ECTS credits for mandatory specialization courses, among them 3 optional modules, 25 credits each, 15 credits specialization elective courses and also 40 ECTS so-called free credits, which give students opportunity to add up to 180 ECTS credits with additional speciality elective course. The structure of the study program appears generally consistent and logical, with a clear breakdown of credits across compulsory and elective components. It is in correlation with learning objectives and outcomes. The 180 total credits and 3-year duration align with typical bachelor's degree requirements. The inclusion of both specialty courses and electives allows for depth in the main field of study while providing flexibility for students to customize their studies. Major specialization courses are focused on ensuring students with the key competencies to award the bachelor's degree in BA. Thus, the component of the mandatory training courses of the specialty is focused on providing a broad knowledge of the existing theories and principles in the field of business administration, specific and some outstanding methods of the field, promoting the understanding of complex issues of the field, developing the skills necessary for identifying and solving problems within the field during the implementation of practical activities, the acquired knowledge stimulating the ability to constantly update, forming the values necessary for professional work. Within the mandatory training course of the specialty the practice component (5 ECTS credits) is focused on the practical realization of the theoretical knowledge gained during the study, the use of the developed skills in practical activities. The mentioned component gives the student the opportunity to acquire the experience of applying the knowledge and skills acquired in the academic environment in practice. In addition, the component of optional training courses/modules of the specialty within the mandatory training course of the specialty (mandatory 25 ECTS credits) is focused on deepening the broad knowledge acquired within the mandatory training courses of the specialty in a specific direction corresponding to the student's interests (finance, management, marketing). Within the framework of the mandatory study course of the specialty, the bachelor's thesis (5 ECTS credits) is focused on the development of skills necessary for the performance of a theoretical thesis: selecting a research topic and drawing up a work plan, finding and properly processing information, formulating and publicly defending argumentative conclusions. When working on a bachelor's thesis, the compliance of the level of knowledge and the quality of practical skills achieved as a result of studying the mandatory and optional components of the bachelor's program with the learning outcomes determined by the bachelor's program should be demonstrated, and their deepening should be done within the framework of a specific research topic. Regarding the optional

subjects of the specialty amount to 15 ECTS credits – it should be mentioned that these courses allow the student to get to know and expand his/her knowledge in the field of specialization, according to his/her interest. Finally,

Regarding the final free component it should be mentioned that these 40 ECTS credits are defined for so-called free credits, it gives the student the opportunity to choose any course for his/her professional or personal development. After accumulating mandatory credits, the student has the opportunity to complete credits up to 180 with optional courses of additional specialty, free elective courses, training courses of another module or choose/take an additional (minor) specialty from the list offered by the university. However, one of the crucial points is the optional modules in finance, management, marketing, as well as free elective component (total volume of 40 credits) and offered courses that is highlighted below under recommendations for this program.

Based on SER, provided documentation (particularly, the BBA program description, curriculum and course syllabi), as well as interview with heads of this program, the panel noted that it is challenging to determine if the qualification awarded based on the learning outcomes fully corresponds to the programme content. Moreover, it is not enough clear argued by the heads of BBA program - how the compulsory courses of speciality (except course that are offered in the framework of elective modules) cover minimal competencies in finanse, management and marketing that are stated in Subject Benchmark Statements for programs in Business Administration?

The Panel noted that to ensure the achievement of the stated learning outcomes which meet the minimal requirements for the awarding of bachelor's degree in BA, program structure should be revised in terms of decrease the credits for Free elective training courses and increase credits for the Compulsory training courses of the specialty. In addition, content of the program should be enriched and improved with the following issues/topics/courses: Entrepreneurial activity, innovation management; Management of operations and quality, logistics, supply chain management, project management; change management, organizational behavior and leadership, etc. that are stated in abovementioned Benchmark.

In addition, the program contains elements of internationalization. Staff representatives mentioned their experiences with partner universities in teaching, the development of study programs, international research programs, and cooperation. The process of developing and revising the study program is clear, transparent and is consulted with all involved parties in accordance with the university's internal protocols and methodology. It aligns with national strategic policy objectives and development plans in the related field.

Description and Analysis -Programme 2 Public Administration, Level 7

The Master's degree program in "Public Administration" is designed following Georgian legislation and the European Credit Transfer System (ECTS). The standard duration of a Master's program is two years, comprising 120 ECTS credits, which are intended to equip students with comprehensive knowledge and skills. The Master's degree program in Public Administration generally aligns with its objectives, content, and anticipated outcomes as defined within the program. The university, including the School of Human Sciences and Law, engages in regular consultations with representatives from public administration authorities, the business sector, academia, and the student body regarding the stated objectives and outcomes of the degree program. The consultation process concerning the content of the study program with these stakeholders and internship partners has been conducted through various communication

methods, collaboratively organized events, and formal collaboration agreements. Additionally, feedback has been gathered through internships, the administration of questionnaires to assess students' practical skills, and participatory engagement during the execution of master's theses.

It should be mentioned egarding the MPA program structure that curriculum contains Compulsory and Optional Courses, which combine the economic, legal and socio-political aspects of public administration. Compulsory courses in all three areas require the accumulation of 66 credits, including students of the educational program must take a course in academic writing and scientific research methods, which ensures the development of the competencies necessary for the completion of the master's thesis. In the framework of the Optional courses of specialty students in the form of elective courses can collect 24 credits. Elective courses give students the opportunity to shape their own profile according to their interests. The list of optional training courses is prepared taking into account the requirements of the modern employment market. The MPA program also includes Practical and Research components. The university provides professional practice (10 credits) in state institutions, for which purpose the university signs relevant memoranda and agreements with relevant agencies. The implementation of the practice and the evaluation of the implementation are ensured by the pre-developed practice provision. To meet MPA program objectives, the curriculum includes a research component (20 credits) in the form of a master's thesis. The student must complete a thesis and present the results of the research before the academic community. Consequently, the standard duration of MPA program is two academic years (4 semesters) and the total volume of it is 120 ECTS credits.

Based on the SER, provided documentation and interviews results, the panel noted that content of the program focused mostly on legal and political issues of public administration than on management (particularly, such issues as the following are: Public Procurement Management; Programs and/or Project Management in Public/Civil Sector; HRM and Administrative Leadership, Organizational Development and/or Change Management in PA; Planning and Governing Local/Municipal/ Regional/State Social-Economic Development; etc.), that are defined in Subject Benchmark Statements for PA programs as an important areas of knowledge and skills development to award qualification in MPA. It means that the MPA program needs to be improved with the issues from these areas.

Regarding the internationalization of the MPA program is should be mentioned the following - the internationalization of the program is evident, as invited professors are instructing in foreign languages, all stakeholders are participating in international scientific events, and there is an exchange of experiences, mobility opportunities, and collaborative activities. The process of developing and updating the study program is clearly defined and conducted with transparency. During the interview, it was observed that the methodology for the development of the study programs is established and operates effectively. The university advocates for a personalized approach towards students enrolled in its programs, with the aim of addressing the distinct professional competencies required in the field of public administration.

Evidences/Indicators

- o   Expert Panel Interview with the Head of Programs;
- o   The Expert Panel's interview with academic and invited staff;
- o   Expert Panel Meeting with Representatives from the Quality Assurance Service;
- o   The Expert Panel's interview with students, alumni, and employers of the programs;
- o   MA programme Description;
- o   BA programme Description;

- o Self-Evaluation Report
- o Syllaby BA;
- o Syllaby MA

General recommendations of the cluster:

- It is recommended to revise both BBA and MPA programs in terms of structure optimization and enrichment of their content (1.4).

General suggestion of the cluster:

- It is suggested to enhance the elective options in offered programs Both BBA and MPA to provide students with more specialized knowledge and skills tailored to emerging industry / sectoral needs (1.4).

Programme 1 (Business Administration, Bachelor Program)

Recommendation(s):

- It is recommended, in order to achieve the stated learning outcomes, to revise the structure of the program in terms of decreasing the credits for Free elective courses and increasing credits for mandatory courses of the speciality (1.4).
- It is recommended that the BBA program's content be enhanced with the following issues/topics/courses: entrepreneurial activity and innovation management; management of operations and quality; logistics, supply chain management, project management; change management; organizational behaviour; and leadership (1.4).

Suggestion(s):

- It is suggested to update the Bachelor program in BBA program to include more actual issues of contemporary business, such as digital transformation, data analytics, strategic innovation, etc.(1.4)

Programme 2 (Public Administration, Master Program)

Recommendations and suggestions according to the programmes:

Programme 2 (Public Administration, Master Program)

Recommendation(s): Non

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: Bussines Administration, Level 6	☐	x	☐	☐
Programme 2 Public administration, Level 7	☐	x	☐	☐

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 syllabi of both the BBA and MPA programs within the cluster have been analyzed for compliance with accreditation standards, focusing on the alignment of course content, learning outcomes, and credit allocation. The content and structure of the offered courses mostly appear to comply with the general requirements specified in the educational standards, including adherence to European guidelines for ECTS credits.

The learning outcomes for each course are aligned with both the program's overall objectives and the specific outcomes for each subject, ensuring that the educational goals are met comprehensively. The syllabi for these courses include descriptions of teaching methods, learning outcomes, and course content, which are designed to achieve the objectives of each course effectively. The content of each academic course is designed to correspond with its stated learning outcomes, with course objectives and outcomes clearly defined and integrated into the program's overall learning outcomes. Every learning outcome in courses is assessed effectively.

Regarding the determination of course credits, the following should be noted: based on programs reviews showed that mostly all courses of the BBA are defined as 5 ECTS credits; in the case of the MPA program mostly all courses are defined as 6 ECTS credits. Despite the HEI claims that credit allocation is based on learning outcomes, teaching methods, and course complexity, there is not enough clear evidence provided to support this assertion. Moreover, while interviewing the heads of programs and academic staff, the panel noted that the volume of credits was defined "mechanically", the specifics of the course have not been considered, discussed and taken into account. According to the panel decision, the number of ECTS credits assigned to each course should be calculated based on the student's workload and the material to be covered, ensuring that the credit allocation reflects both the content and learning outcomes of each course. The balance between contact hours and independent study is appropriate for the content and learning outcomes of each course, considering the nature of the subject matter.

Regarding the teaching and assessment methods, applied in course syllabi, it should be mentioned the following: the course syllabi indicate that all learning outcomes are assessed through midterm and final evaluations, in line with the Order #3 of the Minister of Education and Science of Georgia, which mandates assessment methods. Moreover, the syllabi also specify the teaching and learning methods employed in each course, which are chosen to achieve the course's goals and learning outcomes. Each course's content is designed to contribute to the overall program competencies; thus, syllabi ensure that these courses collectively develop defined knowledge and skills as well as form a comprehensive educational experience. The detailed reviewing of syllabi (both the BBA and MPA programs) showed that in most courses the similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course or assessing the competencies that are defined as course and/or program outcomes. While interviewing academic staff the panel noted that in some cases lecturers apply and implement more relevant and valid teaching methods or assessment tools for measuring and evaluating students' achievement, but the implemented methods have not been mentioned and described in syllabi, and programs as well. According to the Panel decision, syllabi should describe clearly the methods/tools that are implemented in teaching-assessment processes.

Regarding the BBA and MPA program's curriculum maps, it should be mentioned that, in general, they reflect how the learning outcomes of individual courses contribute to the broader program objectives. However, it is not clearly substantiated how it is possible to deepen or/and master the knowledge and skills defined as the program learning outcomes, based on introductory courses?

Regarding study materials, the syllabi list compulsory literature and other educational resources that in general support the achievement of course and program learning outcomes. In most cases these materials are aligned with current field achievements and mostly include recent research, ensuring that the resources remain relevant and effective in meeting the program's educational goals.

In terms of ongoing improvement, the programs are updated based on student feedback and assessments, with syllabi periodically revised to include updated literature, refined evaluation criteria, and improved

teaching methods. Students are informed of these changes at the beginning of each semester, ensuring transparency and consistency in the learning process.

Based on the SER, presented documentations and interviews resulst, the Panel noted that, in general, the students' workload is monitored by SANGU's Quality Assurance and Strategic Development Service in accordance with internal university regulations. The evaluation and monitoring processes are conducted through the use of questionnaires, student surveys, and focus groups. The assessment of learning outcomes is based on specified criteria. Areas for improvement are identified and addressed through the analysis of academic results, student feedback, performance in courses, and other learning activities, as well as through the implementation of modern teaching tools and methodologies. Teacher consultations are held during meetings organized according to the activity plan, which is discussed and approved by the faculty. The views and recommendations of students and graduates are collected through surveys and interviews, as well as through continuous communication about the curriculum content and the competencies being developed. Taking into account the mentioned above, the panel noted that the reviewed programs mostly demonstrate alignment between course content, learning outcomes, and credit allocation, meeting the specified criteria for academic course compliance. The syllabi are comprehensive, with appropriate teaching methods, assessment strategies, and educational materials that collectively support the achievement of the program's objectives.

Description and Analysis - Programme 1: Bussines Administration, Level 6

According to the SER, presented documents and interview results, the panel noted that in the process of the BBA program's elaboration, the learning outcomes were considered as a starting point, which is confirmed by the map of the compatibility of the learning outcomes of the program and its components.

As was mentioned above, most of the study courses are 5 credits, just two study courses are 3 credits, and the compulsory foreign language course is 6 credits. According to the program heads' point of view, this kind approach and presented structure helps students in planning an individual study program, simplifies the implementation of the program from a technical point of view, and helps students in the process of internal, external and international mobility. While interviewing the program heads, as well as academic and invited staff, the following was mentioned: to ensure that the volume of credits corresponds to the hours of contact and independent work, special attention was paid to the complexity, nature, specificity and volume of the material to be processed by the students in the course planning/syllabus development process, and the selection of the material to be processed was made with the lecturers in mind. Despite the HEI claiming that credit allocation was based on learning outcomes, teaching methods, and course complexity, there is not enough clear evidence provided to support this assertion. Moreover, the panel noted that the volume of credits was defined "mechanically", the specifics of the course have not been considered and discussed. For instance, the compulsory course of the specialty (main field of study) such as "Principles of Economics, which should cover fundamental topics of micro and macroeconomics, is taught as 5 ECTS credits course, while two courses of the specialty, that are offered as an optional course of the specialty (microeconomics, and macroeconomics), are presented as 5-5 ECTS credits courses as well.

Another question that was taken into the account sounds as follows: why does the BBA program offer such courses as Microeconomics, Macroeconomics, Financial Reporting and Analysis, Organizational Behavior, Leadership, Operations Management, Project Management, Consumer Behavior and Sales Management, Managerial Economics - the optional subjects? And, in this case, how does this program ensure graduates with the minimal competencies that are required for awarding the bachelor's qualification in Business Administration.

The detailed reviewing of the BBA program syllabi showed that in most courses similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course or assessing the competencies that are defined as course and/or program outcomes. For example,

Regarding the distribution of course credit hours on contact and independent ones, it should be mentioned that in most courses the contact hours are divided equally between lectures and seminars, which indicates that such distribution is more "mechanical" and less based on the specifics of the topics discussed in the courses or the asignments quantity and/or complexity, teaching and/or assessment methods implemented in the frameworks of the course. For example, the contact hours in the cource "Principles of Economics" (which is more theoretical and is focused on ensuring students with the knowledge of basic principles), are divided into the lectures (13 hours) and seminars (26 hours), However, the contact hours in the course "Basics of Accounting and Auditing" (which is more practical and is focused on developing practical skills) are divided into the lectures and seminars at the same way 13/26. The same distribution appeared in other differens type of courses such as: Mathematics (calculus), Project Management, Basics of Marketing, Marketing Research, HRM, Data Analysis, Business Statistics, Business Law, etc.

According to the panel decision, as the program components are designed to help students meet their objectives and develop their bachelor's competencies through learning, the number of ECTS credits assigned to each course should be calculated based on the student's workload and the material to be covered, ensuring that the credit allocation reflects both the content and learning outcomes of each course. The balance between contact hours and independent study, as well as the balance between the lectures and seminars/practical activities should be appropriate for the content and learning outcomes of each course, considering the nature of the subject matter.

The detailed reviewing of the BBA program syllabi showed that in most courses similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course or assessing the competencies that are defined as course and/or program outcomes. While interviewing academic staff the panel noted that in some cases lecturers apply and implement more relevant and valid teaching methods or assessment tools (such as role playing, case studies, practical assignments, etc.) for measuring and evaluating students' achievement, but the implemented methods have not been described in syllabi. According to the Panel decision, syllabi should describe clearly the methods/tools as well as assessment rubrics that are implemented in teaching-assessment processes.

Regarding the curriculum map of the BBA program, the following should be mentioned: in general, it reflects how the learning outcomes of individual courses contribute to the broader program objectives. However, it is not clearly substantiated how it is possible to deepen or/and master the knowledge and skills defined as the program learning outcomes, based on introductory courses such as: Principles of Economics (level 3, LO. 3); Business fundamentals (level 3, LO. 3; 7), Fundamentals of accounting and audit (level 3, L.O. 5; 10), Basics of management (level 3, L.O. 3; 5; 6), Fundamentals of Marketing (level 3, L.O. 3; 7; 8), etc. In addition, it is not enough clear how optional courses ensure the achievement of the stated learning outcomes and why they are considered on the map as the benchmarks for measuring the learning outcomes achievement.

In terms of ongoing improvement, it should be mentioned that the course syllabi are updated based on student feedback and assessments, they are periodically revised to include updated literature, refined evaluation criteria, and improved teaching methods. Students are informed of these changes at the beginning of each semester, ensuring transparency and consistency in the learning process. However, detailed review of the course syllabi in terms of study materials showed that the syllabi listed compulsory literature and other educational resources that in general support the achievement of course, as well as program learning outcomes. In most cases these materials are aligned with current field achievements and mostly include recent publications, ensuring that the resources remain relevant and effective in meeting the program's educational goals. However, some resurses should be updated (see the following courses: Business Basics; Principles of Economics; Management Basics; Business Law; Microeconomics; Macroeconomics; Marketing Research, etc)

To enhance the program's quality, it is recommended that the SANGU conduct a thorough review of credit allocation and contact hours, ensuring they align with course content and complexity. In addition, the panel recommended to revise courses in terms of teaching and assessment methods for applying the relevant tools to ensure the learning outcomes measurement and achievement. Also, in some courses it is suggested to update the content/topics and literature in accordance of contemporary trends and issues of Busines and industry.

Description and Analysis - Programme 2: Public Administration, Level 7

According to the SER, presented documents and interview results, the panel noted that in the process of development the master's program in "Public Administration" the learning outcomes also were considered as a starting point (which is confirmed by the map of the compatibility of the learning outcomes of the program and its components). As was mentioned above, most of the study courses of this MPA program are 6 ECTS credits, the practical component consists of 10 credits, the master's thesis is 20 credits.

While interviewing the head of program, the panel was told that the existing structure helps students in planning an individual study program, simplifies the implementation of the program from a technical point of view, and helps students in the process of internal, external and international mobility. Team members, involved in the program and courses development processes, mentioned in the interviews that

special attention was paid to the complexity, nature, specificity and volume of the material to be processed by the students in the course planning/syllabus development process, and the selection of the material to be processed was made with them in mind in order to ensure that the volume of credits corresponds to the hours of contact and independent work.

However, the panel noted that the volume of credits, as well as distribution of course credit hours on contact and independent ones, in most courses were defined "mechanically", without considering the specifics of the courses, topics discussed in the courses or the assignments quantity and/or complexity, teaching and/or assessment methods implemented in the frameworks of the course, and etc. Moreover, the contact hours in different courses are divided equally between lectures and seminars, which indicates that such distribution is less based on the consideration of course or topics specifics. For instance, the contact hours in the compulsory course such as "Theories of Political Authorities" (which is more theoretical and is taught as 6 ECTS credits course) are divided into the lectures (13 hours) and seminars (13 hours). However, the contact hours in the ^ credits course "Strategic Management" (which is more practical and focuses on developing practical skills) are divided into the lectures and seminars at the same way 13/13.

Another question that was taken into the account by the panel, sounds as follows: why does the MPA program offer such courses as Organization and Management Psychology; Sociology of Management – as the compulsory courses of specialty, while the "Government and Public Relations"; "Public Administration- Course of Action"; "Management of the State Security System"; "Personnel Management"– are taught as optional courses? And, in this case, how does this program ensure graduates with the minimal competencies that are required for awarding the master's qualification in Public Administration. Despite the components of the program are focused on achieving the goals set in the program and developing master's competencies as a result of learning. Achievable results sufficiently determine the content of the program and its structure, and somehow are reflected in the curriculum.

The detailed reviewing of the MPA program syllabi showed that in most courses similar teaching and assessment methods and tools are applied. According to the Panel decision, syllabi should describe clearly the methods/tools as well as assessment rubrics that are implemented in teaching-assessment processes.

Regarding study materials, the syllabi list compulsory literature and other educational resources that in general support the achievement of course and program learning outcomes. In most cases these materials are aligned with current field achievements and mostly include recent research, ensuring that the resources remain relevant and effective in meeting the program's educational goals.

In terms of ongoing improvement, the programs are updated based on student feedback and assessments, with syllabi periodically revised to include updated literature, refined evaluation criteria, and improved teaching methods. Students are informed of these changes at the beginning of each semester, ensuring transparency and consistency in the learning process.

Additionally, according to the panel decision, as the MPA program components are designed to help students meet their objectives and develop their master's competencies through learning, the number of

ECTS credits assigned to each course should be calculated based on the student's workload and the material to be covered, ensuring that the credit allocation reflects both the content and learning outcomes of each course. The balance between contact hours and independent study should be appropriate for the content and learning outcomes of each course, considering the nature of the subject matter. Syllabi should describe clearly the methods/tools as well as assessment rubrics that are implemented in teaching–assessment processes. Also, some courses should be updated in terms of content/topics and literature in accordance with contemporary trends and actual issues of Public Administration.

To enhance the program's quality, the panel recommended that the SANGU conduct a thorough review of credit allocation and contact hours, ensuring they align with course content and complexity. In addition, it is recommended to revise courses in terms of teaching and assessment methods for applying the relevant tools and develop valid rubrics to ensure the lstated earning outcomes measurement and achievement

Evidences/Indicators

- o Program learning outcomes assessment methodology;
- o Expert Panel Interview with the Head of Programs;
- o The Expert Panel's interview with academic and invited staff.
- o Expert Panel Meeting with Representatives from the Quality Assurance Service;
- o The Expert Panel's interview with students, alumni, and employers of the programs;
- o MA programme Description;
- o BA programme Description;
- o Self-Evaluation Report;

General recommendations of the cluster:

- To enhance the quality of both the BBA and MPA programs, it is recommended that SANGU conduct a thorough review of credit allocation and contact hours, ensuring they align with course content and complexity. (1.5)
- It is recommended to improve the course assessment methodology. (1.5)

General suggestions of the cluster:

- It is suggested to revise courses of both BBA and MPA programs in terms of updating the content/topics and literature in accordance with the contemporary trends and issues of industry and fields of taught subjects. (1.5)

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: Bussines Administration, Level 6	☐	X	☐	☐
Programme 2 Public administration, Level 7	☐	x	☐	☐

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: Bussines Administration, Level 6	☐	x	☐	☐
Programme 2 Public Administration, Level 7	☐	x	☐	☐

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 prerequisite to be admitted to cluster programs are the following:

According to the self-assessment report of the cluster submitted by SANGU, the documentation enclosed to it and the interviews conducted during the visit, the admission prerequisites to the BBA and MPA Programs are mostly logical, fair and transparent and correspond to the level of education, which generally ensures the inclusion of applicants with the relevant knowledge and skills in the Programs to achieve the learning outcomes of the programs.

Based on interviews with administrative staff and heads of programs, it can be said that the admission preconditions are coming out from the analysis of the research results conducted with the students, alumni, employers and other stakeholders of the program. In general, the prerequisites follow out from the experience and the benchmark of the relevant programs. They mostly take into consideration the

market demand for qualified specialists in program target fields of Business as well as Public Administration.

To be admitted to the Bachelor programs in Business Administration, applicants must pass the Unified National Examinations. To apply for the Master program Public Administration, applicants must pass the unified Master exam, confirm B2 English language competencies, submit a CV, and pass the institutional exam.

The admission preconditions are in line with legislation, logically related to program content, learning outcomes, education level, qualification awarded, and program specificity, ensuring the insertion of capable people. Students noted that they learned about study programs from relatives or at school-organized information sessions and on the university website. www.sangu.edu.ge

Description and Analysis - Programme 1: Bussines Administration, Level 6

Admission to the Bachelor's Program Business Administration is conducted based on the Unified National Exams in accordance with the rules established by the Ministry of Education and Science of Georgia. The information on the admission process is described in the program admission document and on the university website. The study program with all components is available for candidats before the admission.

Description and Analysis -Programme 2 Public administration, Level 7

MA Programme in 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, that are prescribed in the programme curriculum, namely: individuals with a Bachelor's academic degree or equivalent thereto who successfully pass the unified master's and university-organized entrance exams in the specialty (oral interview) and English/German language - B2 level are eligible to study in the "Public Administration" master's program. Individuals with an international certificate of language proficiency or higher education in a relevant language program are exempt from foreign language exams, confirmed by the National Center for Educational Quality Enhancement. Enrollment in educational programs without passing the unified master's exam is done according to order No224 issued by the Minister of Education and Science of Georgia. Students enrolled in the University can transfer to the educational program through internal mobility, following the Minister of Education and Science of Georgia's order No10 on February 2, 2010. Deadlines and procedures are defined by the University Rector Act and published on the University website. www.sangu.edu.ge\ Maximum number of students to be enrolled in the program: 50

Evidences/Indicators

- o Program Admission Requirements;
- o University website: www.sangu.edu.ge;
- o Self-evaluation report;
- o Expert Panel's meetings with the head of the programs;
- o Expert Panel's meeting with academic and invited staff;
- o Expert Panel's meeting with Quality assurance service staff;
- o Expert Panel's meetings with students, alumni and employers of the programs.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

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

Cluster and individual evaluation

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

The "Public Administration" master's program curriculum is based on 120 ECTS credits distribution for compulsory courses (66 ECTS), Elective Courses (24 ECTS), Practical Components (10 ECTS) and Master's Thesis (20 ECTS). The distribution of ECTS credits among different components ensures the development of practical and research skills in accordance with the specifics of the master's degree and in line with the learning outcomes of the programme keeping the balance between, theory, practice and research.

The interviews conducted during the accreditation visit also revealed that SANGU ensures the development of students' practical, scientific, research, creative, performance, and transferable skills by learning outcomes and educational level. For that, the university has different resources and planned activities. The relevant components offered within the programs are structured and aimed at enhancing the defined skills as well as fostering students' active involvement in research projects aligned with program learning outcomes. Key elements include:

(a) Practical Training and Career Service: A practice component is provided within the BBA and MPA educational programs. Both programs feature courses with both theoretical lectures and practical contact hours. Students undertake professional practice as the compulsory component of the program, which allows them to apply their theoretical knowledge in real-world settings, develop professional skills, and enhance their employment and internship prospects.

To implement the practice component, SANGU has signed agreements/memorandums with several organizations (e.g. Ltd Sroshani; a joint stock company- TERABank; a joint stock company – BASISBANK; a joint stock company-SaqKabeli; a joint stock company-Partnership Found; National Agency of Statistics; LEPL-Public Service Bureau; State Audit Office; etc.). The practice is organized and planned in accordance with the programs' learning outcomes. The supervisor of the practice is responsible for the implementation of the practice; he/she ensures that the practical studies is carried out perfectly; the host institution assigns a mentor who will supervise the students in the institution. During practice, the student observes the host institution's bylaws, safety and ethics norms, performs specific work and keeps a practice diary, in accordance with the practice calendar plan and the mentor's instructions. This component and approach allow students to develop the acquired theoretical knowledge in a practical environment. Also, the university has established a Division of Employment and Career Development, which offers students information about job vacancies, assists them in document preparation, and facilitates connections between graduates and employers. In accordance with the signed agreements with various organizations, it has organized several activities to support internships, professional seminars, and other career-related events.

(b) Student Conferences and Research Development: Based on the information from the self-evaluation report (SER), enclosed documents, and interview results, the panel noted that SANGU organizes annual students' conferences and workshops, where students are eligible to participate and present their work. Academic/invited staff supervise the research activities of the students and enhance their involvement in scientific/research activities/projects. Moreover, the bachelor's as well as the master's thesis is a critical component of both the BBA and MPA programs, providing opportunity for students to address complex issues and develop research as well as critical and creative thinking skills in their fields. The faculty council oversees topic approvals and ensures alignment with academic standards. The rules and conditions of evaluation are provided in the Provision of Preparing and Defending the Bachelor's / Master's Thesis and are available to the students.

(c) Additional Academic Work: The development of the students' practical, research, creative, performing and transferable skills are along with all those skills, which the BBA as well as MPA program helps to develop by achieving learning outcomes. The compulsory and elective courses, offered in program curriculums, teaching methods (e.g. case studies; problem-based tasks; practical assignments;

presentations), practical lessons, seminars in a working group, preparation of mini-projects integrated in the program or working on bachelor's/master's thesis are mostly ensuring students' practical, research, creative, performing and transferable skills. In addition, mid-term assessments often include academic tasks like abstracts and project presentations, which mostly support development of above-mentioned skills.

Based on the documentation submitted by SANGU and interview results, the panel noted that employers, as well as graduates, in general, extend satisfaction with competences and practical skills of both the BBA and MPA students (particularly, such as data collection, analysis and classification, detailed orientation and problem-solving; soft skills, etc).

Evidences/Indicators

- o   The SER of the cluster;,
- o   Curriculum of MA Programme in Public Administration and Syllabi;
- o   Curriculum of BA program in Musiness Administration and Syllabi;
- o   Interviews conducted during the accreditation visit;
- o   Observation of the On-site resources;
- o   The Memorandums of Understanding signed with Partner organizations;
- o   The University website - www.sangu.edu.ge (information on workshops, conferences, research activities).

General recommendations of the cluster: N/A

General suggestions of the cluster:

- It is suggested that the partnership be extended with real and banking sectors to diversify the offer and demand for student internships at the level of bachelor's and master's programs. (2.2)

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	x	☐	☐	☐

Programme 2 Public Administration, Level 7	x	☐	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Based on the provided information from cluster documentation submitted by SANGU, and interview results, the panel noted that, in general, both BBA and MPA educational programs grouped in the cluster demonstrate compliance with the requirements of student-centered teaching and learning methods, ensuring that applied methods correspond to the level of education, course content, and stated learning outcomes. The programs employ a variety of teaching methods designed to engage students actively in the learning process. These methods include Interactive lectures/seminars; Case Studies; Projects; Brainstorming and Discussions; Group Works; Problem-Based Learning; Demonstration method; Practical Work; Verbal instruction, Written Assignments, E-Learning, and etc. The diversity of teaching methods is appropriate for the course content and ensures that students can achieve the learning outcomes specified in each course syllabus.

It should be noted that the instruction methods used in the program somehow are specified in the syllabi/guidelines of respective courses. Thus, the syllabi for each course more or less clearly outline the teaching-learning methods to be employed, demonstrating an alignment between these methods and the course objectives. The methods are not only diverse but also flexible, allowing lecturers to adapt their approach depending on the specific needs of the course or the individual student. This flexibility is crucial in a student-centered learning environment and is particularly important for ensuring that students with different learning styles and needs can succeed. Moreover, both BBA and MPA programs are structured to ensure that teaching methods are interactive, promoting active engagement among students and between students and faculty. This interaction is essential for developing critical and analytical skills, which are key components of the learning outcomes across the programs. The focus on interactive learning methods, such as group discussions and case studies, team-projects, ensures that students are not passive recipients of information but are actively involved in constructing their knowledge. This approach aligns well with the principles of student-centered learning, where the student's active role in the learning process is emphasized.

Despite the above-mentioned, detailed reviewing of syllabi showed that in most courses the similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course.

The panel noted that some syllabi, where the multiple-choice tests, written assignments, presentations or projects are implemented as a student's competency assessment tools, should be revised in terms of adding more relevant assessment forms (particularly, detail-described assignments and assessment rubrics) for valid and reliable assessment of competency of each student. For objective and reliable evaluation of student's individual achievements, as well as to identify and measure each student's individual abilities, competencies, and knowledge in a specific topic or subject/course, as well as to identify student's strengths, reveal gaps, and understand his/her proficiency levels, the assessment should be conducted using valid method(s) with detailed described rubrics, measurable and reliable indicators and relevant scores.

In addition, while interviewing academic and invited staff the panel noted that some lecturers apply and implement more relevant and valid teaching methods or assessment tools for the developing, measuring and evaluating students' achievement, but the implemented methods have not been mentioned and described in syllabi, and in programs as well. Moreover, some lecturers could not clearly explain the purpose and contribution of a concrete teaching method in the process of the program or course learning outcomes achievement. Thus, SANGU should ensure that lecturers apply and implement teaching strategies, learning methods and assessment tools effectively, and the institution should conduct some correspondent activities. In addition, syllabi should describe clearly the methods/tools that are implemented in teaching-assessment processes. Thus, some syllabi should be revised in terms of detailed description of teaching methods and assessment tools / rubrics.

Description and Analysis -Programme 1 Business Administration, Bachelor's Level 6

Based on review of the BBA program and syllabi, as well as interview results, the panel noted that the method of lecture and seminar work is used within the framework of all offered courses. Taking into account the content and specificity of the issues to be discussed and taught within a specific course, matching methods and activities are more or less used. In the provided program documentation is mentioned that the teaching process is aimed at the application of such methods, which, as a result of the practical implementation, ensure the achievement of knowledge and skills corresponding to the academic degree of Bachelor of Business Administration. In the program description is written that the goals and learning outcomes of this BBA program are realized through lectures, group work, practical lessons, as well as through independent work of the student, through the implementation of research in accordance with predetermined guidelines, through participation in the work process at the practice facility for the integration of theory and practice. In addition, both verbal and written, individual and groupwork methods are used in the teaching and learning process; Information and communication technologies, the method of working on a book are creatively used to perform tasks and visualize issues; Also, methods such as: Discussions/debates; Demonstration; Explanatory method; Brainstorming; Problem Based Learning (PBL) Practical methods and more. The BBA Program implementers employ any other method to accomplish this or that specific learning task. As a result of using this or that methods and their combination, the learning process becomes more diverse, and the student's involvement in the learning process becomes more active, which ensures that students' abilities are revealed and developed in the learning process, students master individual and team work; setting goals and using adequate ways and

methods to achieve them; step-by-step planning of work to be performed and organization of time; active use of information and communication technologies and the library fund to obtain the necessary information and analysis of the retrieved information; Forming and justifying conclusions and opinions, verbal/written communication, realization of own knowledge and competence, argumentative defense of conclusions and opinions. The selection of a particular method or combination of methods depends on the goals and learning outcomes set by the relevant learning component, which are detailed in the syllabuses of the training courses.

However, the detailed review of the presented BBA program and syllabi, as well as interview results outlined that to ensure the application and effective implementation of relevant teaching strategies, valid learning methods and reliable assessment tools, each syllabus should describe clearly the methods/tools that are implemented in teaching-assessment processes. Thus, some syllabi should be revised in terms of detailed description of teaching methods and assessment tools / rubrics.

Description and Analysis -Programme 2 Public Administration, Master's Level 7

Teaching Methods that are used for the implementation of the MA Programme in Public Administration are: verbal method, independent study, discussion/debate, teamwork, case studies, brainstorming, demonstration method, explanatory method, problem-based learning, etc. The mentioned methods are used in lectures, seminars, practical work, working group, homework, mid-term assessments, presentation, report, essay, master's thesis, etc. in the formats. Teaching Methods are given in the program description as well as in each syllabus being elaborated for the program. However, some syllabi should be revised in terms of detailed description of teaching methods and assessment tools / rubrics.

Evidences/Indicators

- o BBA program Description and Syllabi ;
- o MPA programme Description and Syllabi ;
- o Self-Evaluation Report;
- o Observation of the On-site resources;
- o The Panel interview results.

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested that lecturers effectively apply and implement various teaching strategies, learning methods, and assessment tools and that the institution engage in relevant activities to support this goal.(2.3)

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

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

The evaluation system of the programs includes:

a) positive grades:

A Excellent – 91-100;

B – Very good – 81-90;

C – Good – 71-80;

D – Satisfactory – 61-70;

E – Sufficient – 51-60;

b) And two types of negative evaluation:

(FX) did not pass – 41-50, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;

(F) – Failed – 40 or less out of the total score, which means the student's work is insufficient and he/she has to re-take the course.

The assessment points for minimal knowledge threshold are in accordance to the current law and are 51% out of 100%.

Each course syllabus outlines the evaluation criteria and assessment system in detail. To ensure fairness, the university offers students the opportunity to appeal exam results. The evaluation criteria and methods ensure fairness to all students, maintaining transparency and adhering to current legal regulations. Evaluation criteria and methods are made publicly accessible and clearly communicated to students prior to assessments, with syllabi posted on the student electronic portal. At SANGU, students are entitled to challenge their examination results and appeal commission is set up to appeal the results. The alumni emphasized the importance of strengthening partnerships with the real and banking sectors to expand internship opportunities for undergraduate and graduate students. They appreciated that the evaluations were conducted fairly, transparently, and in compliance with legal standards. The assessment methods for academic courses and internships are personalised to the specific items and correspond to learning outcomes. Additionally, the master's program ensures a transparent and fair thesis defence and evaluation process supported by peer review done by the master thesis coordinator and by a designated committee approved by the faculty.

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

Evidences/Indicators

- o   Self-Evaluation Report.
- o   Interviews.
- o   Syllabi of the academic courses.

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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 (Bussines Administration, level 6)	x	☐	☐	☐
Programme 2 (Public Administration, level 7)	x	☐	☐	☐

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 the 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.

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

The university communicates with students regarding ongoing events; to keep students informed about upcoming events, university representatives utilize the platform and send notifications via email. The university operates a system where educational materials and assessments are available to students. The high quality of teaching and learning offered through this platform has resulted in high student satisfaction. During the interviews with students, the primary reason they recommended their university to friends was highlighted. Business Administration students emphasized the positive environment and the friendly relationship between students and university administration. Master of Public Administration students, on the other hand, pointed to the university's focus on time management, noting that the curriculum is designed with employability in mind, supporting students in balancing their studies with work opportunities. Also, an additional factor why they recommend is small groups and student-oriented teaching. Several key points emerged during the online interview with SANGU students and alumni. Students highlighted their active communication with lecturers on various matters, including consultations. However, one area for improvement is the lack of clear, scheduled consultation hours, which would provide students with more structured access to support. During the interview, students noted that they are able to access counseling hours as needed. Business Administration students reported that they still have the option to study online and attend lectures remotely, but employees of the quality service are not informed about the availability of online lectures.

As noted during the interviews, students meet with members of the administration at the beginning of each semester. During the meeting, it was revealed that students have the right to appeal their grades. If they are dissatisfied with a received grade, they can submit an appeal by entering the necessary information on the portal.

Students in the Bachelor of Business Administration program indicated that they evaluate the performance of academic staff and degree of each course at the end of the semester by completing a questionnaire. The Quality Management Service distributes a questionnaire to students to assess both the training course and the lecturer. The Department of Employment and Development at the university organizes employer invitations twice a year, in the spring and autumn, and also hosts career weeks. This division is responsible

for introducing opportunities such as internships, job vacancies, and various international and local projects.

Throughout their time at the university, students are also informed about job opportunities in various companies. However, during the interview, it was revealed that graduates do not have a clear connection with these events or the department. Additionally, students have access to a well-equipped library, offering all necessary materials for their academic needs. They also noted that they are regularly informed about various projects and conferences, many of which they have participated in. Furthermore, students frequently receive surveys from the university to evaluate the teaching and learning processes, as well as the performance of specific lecturers.

One of the key advantages of the program is the small number of students, enabling the administration, academic staff, and guest lecturers to provide personalized guidance and consultation, as confirmed during the interviews.

At the beginning of each semester, lecturers for every course provide students with information regarding the evaluation system, grading criteria, and course syllabi. Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- o   Self-Evaluation Report.
- o   Interviews.
- o   Study programs

General recommendations of the cluster:

- It is recommended that the university ensures that all parties (professors, supervisors, MA student/alumni) are well familiar with the procedure and criteria of evaluating the scientific research component to specify who is responsible for assessing each aspect—whether it be the supervisor, reviewer, or commission members (3.1)

General suggestions of the cluster:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	☐	x	☐	☐
Programme 2 Public administration, Level 7	☐	x	☐	☐

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 supervisor plays a key role in the process of writing the paper by:

- o Assisting the student in selecting a research topic,
- o Providing systematic consultations on the research plan, progress, and thesis format,
- o Holding individual meetings,
- o Supplying relevant materials and aiding in the search for necessary literature,
- o Encouraging the student's participation in scientific conferences.

The University has established internal procedures concerning the rights and responsibilities of master's thesis supervisors. A supervisor regularly consults with master's students throughout the semester and at the student's request. The frequency of these consultations is relevant to the program's specific requirements and the research topic. The supervisor assists the student in formulating the topic, coordinating the structure and content of the thesis, and advising on the presentation of research findings. Additionally, an evaluation methodology for master's theses is implemented at the university.

During the interview, it was revealed that the graduates lacked information about the review process for their master's thesis. Also, it is essential to note that the head of the scientific research project is not evaluated by the students.

Description and Analysis - Programme 1 (Public Administration Level 7)

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

Data related to the supervision of master's/doctoral students Programme 1 (Public Administration, level 7)[7]	
Number of master's/doctoral theses supervisors	6
//Number of doctoral thesis supervisors	0
Number of master's students	6
//Number of doctoral students	0
Ratio - supervisors of master's theses/master's students	1
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators

- o Interview with students
- o Self evaluation report

General recommendations of the cluster:

- • It is recommended that SANGU ensures students have the opportunity to evaluate the implementation of the scientific research component and the performance of their master's thesis supervisor. (3.2)

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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

---

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

| Programme 1: Bussines Administration, Level 6 | N/A | N/A | N/A | N/A |
| Programme 2 Public Administration, Level 7 | ☐ | x | ☐ | ☐ |

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: Bussines Administration, Level6	☐	x	☐	☐
Programme 2 Public Administration, Level7	☐	x	☐	☐

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 staff involved in the Business Administration program and Public Administration Program are subject to the laws and internal rules s of the SANGU and management guidelines. The qualifications of the personnel are consistent with the required qualifications, functions, and applicable legislation.

Specifically, the university has established a procedure for holding competitions for academic positions and defined conditions for employment. The CVs of academic and visiting staff have been presented by SANGU and are available on the university website. The additional criteria for selecting personnel taken into account by the university are stipulated in the internal procedures and described in the self-evaluation report. The panel experts confirm that the academic staff's qualifications meet legal standards. Academic personnel mentioned that they have published scientific works in the last five years. The invited teachers are employed based on the contract with SANGU University and have relevant private and public experience, helping students achieve the program's learning outcomes. Staff members are also committed to providing counselling and assistance to students. This approach guidelines for creating, developing, and evaluating programs and staff obligations are detailed in their employment contracts. This approach ensures effective personnel management, optimal utilization of competencies, and high-quality educational programs. It also fosters a transparent and equitable system for organizing and evaluating staff performance. The program head coordinates the creation and development processes, utilizing internal evaluation mechanisms. The administrative team of the university s Schools includes the dean, the head of the quality assurance service and its staff, the head of the representative of students and other support personnel. The competencies of the administrative and support staff at SANGU University are fully aligned with their job responsibilities.

Description and Analysis - Programme 1 Bussines Administration, Level 6

The program consists of eight academic staff, including six professors and two associate professors, as well as sixteen guest lecturers. This indicates a significant reliance on visiting faculty that may impact teaching consistency and continuity. The program demonstrates considerable scientific activity, particularly at the international level. The university provides financial support for international publications and participation in international conferences. This high degree of international engagement reflects robust research activity and suggests that the program's faculty are actively contributing to the international academic community.# However, the program demonstrates a high level of scientific engagement, especially on an international scale, with the university providing financial assistance for international publications and conference attendance. This involvement emphasizes the faculty's active role in the global academic community and highlights the program's strong research efforts.

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

---

[8] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[9] Staff implementing the relevant components of the main field of study

			the sectoral direction[10]	
Total number of academic staff	8	8	8	7
- Professor	6	5	6	5
- Associate Professor	2	2	2	2
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	16	13	13	0
Scientific Staff	0	0	0	0

Description and Analysis -Programme 2 Public Administration, Level 7

A total of 19 personnel are involved in the program, comprising 12 academic staff members and 7 invited lecturers. The academic staff includes 6 professors, 6 associate professors. Only 9 academic staff members are affiliated with the university. The program exhibits considerable scientific engagement, indicating that its active role both locally and globally, contributing to academic views and the advancement of research.

Programme 2 (Public Administration, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Total number of academic staff	12	12	11	9
- Professor	6	5	6	4
- Associate Professor	6	5	5	5
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	7	7	7	-
Scientific Staff	0	0	0	_

---

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

Evidences/Indicators

- SER and annexes;
- CVs of the academic and invited personnel;

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

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

Based on the rules operating at SANGU the supervisor of the master's thesis can be an academic staff member of the appropriate direction/field employed at SANGU (professor, associate or assistant professor) or an invited specialist with appropriate field qualifications.

The MA Programme in Public Administration is implemented by 12 academic and 7 invited staff, who have the appropriate qualifications to guide master's students in the field of public administration, as evidenced by their CV's and SCOPUS indexed publications.

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	17	8	10
- Professor	7	5	5
- Associate Professor	5	5	5
- Assistant-Professor	0	0	0
Visiting personnel	5	5	0
Scientific Staff	0	0	0

Evidences/Indicators

- o CVs and qualification documents of academic and invited staff;
- o Instructions for the Preparation, Defense and Evaluation of the Master's thesis;
- o Description of the "Public Administration" master's program.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

➢ 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

SANGU conducts the evaluation of programme staff and analyses evaluation results on a regular basis through Department of Human Resource Management and Registry Office. The evaluation process focuses on academic, administrative and invited personnel. Next to general staff satisfaction the evaluation process focuses on evaluating staff performance especially focusing on publications, manuals, participation in national and international scientific conferences, projects, events and so on.

The results of the evaluation are also used for identifying professional development needs of the academic and visiting staff and for planning capacity building activities accordingly.

SANGU provides staff with professional training courses, financing/co-financing of certificate/study trips/qualification improvement courses and etc.

SANGU promotes scientific and research activities, by allocating funds for: a) publication of an article in a local and international peer-reviewed scientific journal, b) printing of a scientific work (book, monograph, dictionary, encyclopedia, etc.), c) participation in scientific events abroad (conference, workshop, symposium, etc.) d) organization of international scientific events at the university, etc.

Interwievs conducted during the accreditation visit revealed that SANGU fosters the career development of the academic, scientific and invited staff as well as facilitates their scientific and research work. In order to ensure career development of staff various activities are carried out at SANGU, namely the annual participation of academic, and scientific staff, including Masters / Doctoral students' supervisors in international projects and conferences for which material and financial support is provided by HEI.

Evidences/Indicators

- o Self-Evaluation Report;
- o Research funding rules;
- o The results of the staff performance evaluation and satisfaction survey;
- o Interviews conducted during accreditation visit.

<div style="border:1px dotted blue; padding:8px;">

General recommendations of the cluster:

General suggestions of the cluster:

</div>

<div style="border:1px dotted blue; padding:8px;">

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

</div>

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

Both Programmes are provided by necessary infrastructure, information resources and technical equipment required for achieving learning outcomes, that includes well equipped auditoriums, library resources, internet security software, namely: SANGUS local and global network is protected by a security

wall Kerio Control that provides - Routing between a user and two providers, Internet flow balance, Network Firewall, Network package testing for containing viruses.

The university is equipped with 5 computer classrooms, with total personal access to computers of 120 users, The university library is equipped with 28 personal computers with "Zero Client" systems installed on them. The university is provided with a Moodle platform and wireless internet that is available within the building and in the surrounding area. SANGU is a member of the Georgian Library Consortium, which in turn is a member of the international consortium ELFE. Under the agreement, SANGU has access to electronic scientific databases. HEI is fully adapted to the needs of persons with disabilities. The SANGU is responsible for the ongoing maintenance and enhancement of both programs' libraries, materials, information, and digital resources. The library outlines all essential literature specified in the syllabi. The literature is updated and includes new sources of bibliography. in addition to various teaching materials, including electronic resources, which collectively facilitate the attainment of the program's learning outcomes. Furthermore, all materials, laboratory facilities, information, and digital resources are accessible to both students and teachers without restriction. Students mentioned that they have access from the university to international databases, electronic catalogues etc. Students are adequately informed regarding the availability of these resources and are equipped with the knowledge necessary to utilize them effectively.

SANGU takes care of updating the literature, material, information and digital resources of the programme; Library keeps all the core literature indicated in the syllabi as well as other teaching materials (including electronic resources), which ensures the achievement of program learning outcomes.

University resources are equally used for the implementation of both programs. The literature of BA program in "Business Administration" and MA Programme in Public Administration are available at the library and online through the student database.

Evidences/Indicators

- ○ Library Tour conducted during the Field visit;
- ○ Agreement signed with the Consortium of Georgian Libraries;
- ○ Library Online Catalog: http://library.sangu.edu.ge/opac/index.php.

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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

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

Cluster and individual evaluation

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

The financial resources of the SANGU's budgets concerning the Business and Administration and Public Administration study programs are allocated according with the existing regulations. The University funds itself through study fees, budget allocations, and international project collaborations. The university's primary financial resources are the private funds generated from tuition fees. The financial funds are sufficient to meet the objectives of the study programs, ensuring a transparent and compliant allocation system for teaching and research.

The budget covers essential expenses, prioritizing employee remuneration, asset maintenance, academic mobility, internships, library resources, teaching equipment, technological modernization, repairs, scientific research, and student activities. The classrooms, including lecture halls, seminar rooms, and practical instruction spaces, are suitably furnished according to their designated functions. Overall, the financial fund for educational and research processes is adequately provided in line with the normative framework. The university's administration and professors are involved in budgeting, monitoring,

controlling, and reporting the financial resources. The institution provides financial support for research and publications to raise awareness of its programs internationally.

The university has a stable financial situation. Throughout the interview, students expressed their appreciation for the university's individualized approach, which required a greater allocation of resources.

Description and Analysis - Programme 1: Bussines Administration, Level 6

The Bachelor of Business Administration program is financed from the university's budget. The university personnel and administration are satisfied with the salary and benefits provided by the university. The designated budget for the program signifies sustainability.

Description and Analysis -Programme 2 Public Administration, Level 7

The funding support for the Public Administration Master Program comes from the university budget of the School of Humanitarian Sciences and Law, which is part of the SANGU budget. The master's program is currently sustainable.

Evidences/Indicators

- o University Budget;
- o Interviews.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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: Bussines Administration, Level 6	x	☐	☐	☐
Programme 2 Public administration, Level 7	x	☐	☐	☐

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.

Sangu University's internal quality assurance system is based on a mechanism document approved by the university. The internal quality assessment mechanisms aim to establish a quality culture within the university. The document explains that quality assessment is intended for research, analysis, and developing recommendations using relevant research methods. It is also used to develop the university's activities further. The university has another regulatory document related to educational programs called the methodology of planning and development. This document outlines the responsibilities and activities of the internal quality service. However, the expert panel has noted that the separate presentation of

survey forms, survey results, internal evaluation, and quality mechanism documents makes it difficult to effectively understand and manage a single internal quality system. Therefore, it is crucial for Sangu to create a comprehensive internal quality assurance policy document. This document will consolidate all internal quality activities, ensuring that the areas of activity do not overlap and providing a clear roadmap for quality assurance.

Based on the documents and interviews reviewed, it is evident that the Rector of Sangu has issued an order to establish groups to work on educational programs for both programs. The orders specify that each educational program should undergo separate self-evaluation and that separate field-based councils should be formed. However, in the documentation provided, the panel found protocols for the working groups of business administration and public administration programs. Only one of the mentioned protocols indicates that the working group members, which consisted solely of program staff and administration, met with students and graduates. Thus, it is evident from the documents that these students are not part of the field-based council. Therefore, according to the expert group, it is essential for Sangu to fully involve students, graduates, and employers directly in the self-evaluation process. Despite their disputed positions, interviews confirmed that their voices were not represented in the self-evaluation writing process. This absence could have made the self-assessment report more critically reflective and inclusive.

The expert group has identified another issue Sangu should focus on and address: cooperation between the internal quality assurance office and the program implementation team. The interviews revealed that despite some differences of opinion, the personnel involved in the educational program did not consider some critical positions of the internal quality office. At the same time, the shortcomings revealed in the self-evaluation process, which Sangu presented in the self-evaluation report, were not well known to the QA office. It suggests that the university administration needs to pay attention to these issues and establish more apparent protocols and guidelines, which are crucial for effective communication and clear expectations.

The analysis of both the documents and the interviews shows that the PDCA cycle is still a challenge. Specifically, there are issues in the "check" and "act" stages of the cycle. Both the representative of the Sangu central administration and the internal quality office members identified this problem. The expert group suggests that Sangu should enhance its internal quality service with additional human resources to ensure that the PDCA cycle can be executed effectively and efficiently.

Finally, according to the accreditation standards, the expert panel believes that Sangu and its internal quality assurance office must develop mechanisms to adapt internal quality assurance processes for monitoring and evaluating the e-learning/distance learning process.

Evidences/Indicators

- o Internal quality assurance mechanisms (both the HEI and faculty/school) assessment results and changes made based on these results;
- o Internal quality assurance office internal assessment results;
- o Survey results conducted by higher education institution;
- o SER;
- o Program development protocols;
- o Interviews

General recommendations of the cluster:

- It is recommended that the programs included in the cluster directly involve students, graduates, and employers in preparing the self-evaluation report.(5.1)
- It is recommended that the check-and-act components be thoroughly and periodically implemented in the PDCA cycle of program quality assurance.(5.1)
- It is recommended to have internal quality mechanisms for monitoring and evaluating the distance learning process. (5.1)

General suggestions of the cluster:

- It is suggested that SANGU should develop a comprehensive internal quality assurance policy document. (5.1)
- It is suggested that SANGU enhance its internal quality office with additional human resources to complete the PDCA cycle promptly. (5.1)

Evaluation

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Component 5.1 Internal Quality Evaluation				

Programme 1 Bussines Administration, Level 6	☐	x	☐	☐
Programme 2 Public Administration, Level 7	☐	x	☐	☐

5.2. External Quality Evaluation

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

SANGU's submitted programs for cluster accreditation utilize external evaluation mechanisms. Two main components are noteworthy in this regard. The first is a table demonstrating the consideration of recommendations and advice received due to accreditation; the second is an external peer-review document.

Firstly, the BBA educational program considered the eight recommendations and nine suggestions received during accreditation. These recommendations and suggestions mainly focused on the program's structure, content, and individual syllabi. All six recommendations for the master's program in public administration are related to the program's content, individual training courses, and the need for an increase in academic staff.

Secondly, the BBA and MPA programs undergo external peer reviews. Romanian Professor Mirela Panait and Chairman of the Georgian Cable Supervisory Board Edisher Mamaladze conducted the external evaluation of the bachelor's program in business administration. Additionally, TSU Doctor of Law Nana Chigladze externally evaluated the public administration master's program. However, surprisingly, the self-evaluation report neglected this external evaluation and did not cover it, which made it unclear for the expert panel.

Furthermore, even though programs have external peer reviews, the process of conducting them is somewhat unclear, with limited transparency and consistency. This lack of clarity is due to the minimal participation of quality assurance office representatives. The expert group suggests that this should be regulated to prevent misunderstandings.

Evidences/Indicators

- o External peer review;
- o Quality Assurance mechanisms of the university

- o Amendments made as a result of external quality assessment (accreditation)
- o SER;
- o Interviews

General recommendations of the cluster: N/A

General suggestions of the cluster:

- It is suggested that the external peer review process be more systematic and regular and that the program heads and the quality assurance office be involved in planning it. (5.2)

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Bussines Administration, Level 6	X	☐	☐	☐
Programme 2 Public Administration, Level 7	X	☐	☐	☐

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.

The evidence from Sangu's quality assurance mechanisms and interviews confirms that the educational programs within the cluster are primarily being monitored and periodically reviewed. This process is inclusive, involves all stakeholders, and is supported by quality assessment questionnaires. However, it is noted that this procedure may not always cover all the issues necessary to modify and update the program. For instance, in the case of both accredited programs, the primary basis for the changes made was the external mandatory assessment rather than the survey results. The only changes were made in the educational programs presented for reaccreditation due to the survey of interested parties. It does not indicate the regularity of the given process, as the conducted interviews clearly show.

In addition, the documents and interviews show that the students evaluate the teaching courses and the lecturer at the end of each semester. However, the quality assurance office confirmed that the same level of evaluation is not extended to the supervisor and the scientific component of the master's thesis. Their representatives have expressed readiness to correct this issue, which is a positive step towards a more comprehensive evaluation process.

The benchmarking document presented for educational programs is crucial for sharing the best international practices. However, it is difficult to determine its regularity because, as it turns out, it was prepared immediately before the re-accreditation process.

Finally, although the educational programs included in the cluster are being monitored and evaluated to a certain extent, they still need to be fully implemented, which is necessary according to the accreditation standard. More specifically, assess the effectiveness of programs requires complex indicators and adaptation to news. According to the expert group, three main problems were identified in this direction. These are:

- o One of the key issues identified is the transition from 240 credits to 180 credits for the BA program. This transition is significant as it affects the recognition of certain credits for current students. The absence of a specific and clear plan regarding this recognition is a significant concern. This includes the absence of a matrix of individual study plans and curricula, which the expert group deems mandatory for the program's monitoring objectives.
- o Secondly, it is vital that the internal quality assurance office is well-versed in clearly stating instructions and recommendations related to the sectoral benchmark characteristics of the programs in its conclusions. This is essential for monitoring and periodically evaluating the program and preparing for re-accreditation.
- o Thirdly, educational programs submitted for reaccreditation must have an individual system in place to evaluate learning outcomes, define benchmarks, and establish a periodic evaluation. According to the accreditation standard, it is a mandatory condition that requires comprehensive indicators to assess program effectiveness.

Despite several concerns, it is worth noting that during the interviews, Sangu representatives expressed their readiness to consider and correct these issues. This stance makes the expert group optimistic that the recommendations will be implemented in time (around one year) and contribute to Sangu's development.

Evidences/Indicators

- External peer review;
- Programme monitoring and periodic review results;
- Internal and External Quality assessment document;
- Quality assurance mechanisms of the university;
- Survey results conducted by the higher education institution;
- SER;
- Interviews.

General recommendations of the cluster:

- It is recommended that SANGU ensures students evaluate the implementation of the scientific research component and the master's thesis supervisor.(5.3)
- It is recommended that SANGU establish a clear and transparent plan for guiding students' individual study plans as they transition from 240-credit to 180-credit BA education programs.(5.3)
- It is recommended that a system for evaluating learning outcomes, including periodic assessments and target benchmarks, be established to evaluate each educational program's effectiveness in the cluster.(5.3)

General suggestions of the cluster:

- It is suggested that the monitoring and evaluation of education programs implemented in SANGU should include the criteria of compatibility with sectoral benchmarks. (5.3)

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 Bussines Administration, Level 6	☐	x	☐	☐
Programme 2 Public Administration, Level 7	☐	x	☐	☐

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Business Administration, Bachelor's Program	☐	x	☐	☐
Programme 2: Public Administration, Master's Program	☐	x	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

- St. Andrew the First-called Georgian University of the Patriarchate of Georgia

Name of Higher Educational Programmes, Levels:
- Bachelor's program "Bussines Administration" is 180 ECTS credits
- Masters s program in "Public Administration" is 120 ECTS credits

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: Bussines Administration, level 6	Substantially complies with Requirements	Complies with Requirements	Substantially complies with Requirements	Complies with Requirements	Substantially complies with Requirements
Programme 2: Public administration, level 7	Substantially complies with Requirements	Complies with Requirements	Substantially complies with Requirements	Complies with Requirements	Substantially complies with Requirements

Signatures

Chair of Accreditation Experts Panel

Eugenia **BUSMACHIU**   *Busmachiu*

Of the member(s) of the Accreditation Experts Panel

Nino **PARSADANISHVILI**

Mariam **BURMISTROVA**

Ekaterine **NATSVLISHVILI**   ე. ნაცვლიშვილი

Sandro **TABATADZE**