NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**"Management of Engineering" Bachelor educational program
"Innovative and Operational Management" Doctoral educational program
"Entrepreneurial Management" Master's educational program
"Banking and financial technologies" Bachelor educational program
"Financial accounting and auditing" Master's educational program
"Public administration" (Russian-language) master's educational program
"Public administration" (English-language) doctoral educational program**

LEPL – Georgian Technical University

Evaluation Date(s): 30 – 31 October and 1 November 2024

Report Submission Date: February 18, 2025

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Georgian Technical University
Identification Code of Institution	211349192
Type of the Institution	University

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7
Name of the educational programme	Management of Engineering	Innovative and Operational Management	Enterprise Management	Banking and Finance Technology	Financial accounting and auditing	Public Administration	Public Administration
Level of higher education	Bachelor	Ph.D.	Master	Bachelor	Master	Master	Ph.D.
Qualification to be awarded	Bachelor of Management	Doctor of Management	Master of Management	Bachelor of Business Administration in Finance	Executive Master of Business Administration (EMBA) – in Accounting and taxation	Master of Public Administration	Doctor of Public Administration
Name and code of the detailed field	0413 Management and Administration	0413 Management and Administration	0413 Management and Administration	0412 Finance, banking and insurance	0411 Accounting and taxation	0413 Management and Administration	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	240	60	120	180	60	120	35
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Russian	English
Number of ECTS credits							
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited №45, 14.02.2019	Accredited №59, 19.07.2016	Not accredited №76, 01.10.2018;	New	New	Not accredited №76, 01.10.2018;	New

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

II. Accreditation Report Executive Summary

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

The cluster of programs at Georgian Technical University encompasses seven educational programs across various academic levels:

1. Management of Engineering, BA (Georgian language)
2. Innovative and Operational Management, PHD (Georgian language)
3. Enterprise Management, MA (Georgian language)
4. Banking and Finance Technology, BA (180 credits) – (Georgian language) (New programme)
5. Financial accounting and auditing, MA (60 credits) (Georgian language) (New programme)
6. Public Administration, MA (Russian language)
7. Public Administration, PHD (English language) (New programme)

- **Overview of the Accreditation Site Visit**

The accreditation site visit was conducted on 30 and 31 October and 1 November 2024 at Georgian Technical University. During the three-day visit, meetings were held with representatives from the administration, the self-evaluation team, and the heads of the seven programmes. Additionally, separate meetings were conducted with academic staff and invited lecturers for each programme. Meetings were also held with the Quality Assurance Office, employers, students, and graduates, during which the quality of BA, MA, and PhD theses was reviewed. The visit concluded with an observation of the university's facilities, with a particular focus on the library's core study literature, laboratories, computer labs, and other essential resources.

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

Programme 1: Management of Engineering, BA (Georgian language)

· Standard 1: Substantially complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 2: Innovative and Operational Management, PHD (Georgian language)

· Standard 1: Substantially complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

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

· Standard 2: Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 3: Enterprise Management, MA (Georgian language)

· Standard 1: Substantially complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 4: Banking and Finance Technology, BA (180 credits) – (Georgian language)

· Standard 1: Substantially Complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

· Standard 1: Substantially Complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Substantially Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 6: Public Administration, MA (Russian language)

· Standard 1: Substantially Complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Substantially complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

Programme 7: Public Administration, PHD (English language)

· Standard 1: Substantially Complies with the educational programme objectives and learning outcomes, aligning well with the programme's goals.

· Standard 2: Substantially Complies with the methodology and organization of teaching, showing an effective approach to program mastering.

· Standard 3: Complies with the standards for student achievements and individual work, maintaining adequate support for student success.

· Standard 4: Substantially complies with the provision of teaching resources, ensuring necessary materials are available.

· Standard 5: Substantially complies with teaching quality enhancement

- **Recommendations**

Cluster Recommendations

Standard 1.3.
- It is recommended that all programs, especially at the Bachelor's level, establish a more formalized feedback loop where assessment results would lead to program improvement;

Standard 1.4.
- Programs unified in the cluster require structural review, in order to justify the need for courses in the structure of the program, which are not found in any analogue of the programs.

Standard 2.2

- To increase the number of motivated students to be engaged in activities offered by the university (Conferences, exchange, and research programs) and support them to improve foreign language (English) competencies.

Standard 3.1

- It is essential that the university and its staff improve communication and engagement with students, especially in the process of developing new programs, and receive more recommendations and advice from them.

Standard 4.1

- **It is recommended to focus on improving the conditions for invited staff to support their scientific development.** The staff (both invited and academic) have expressed concerns regarding labour conditions, particularly with respect to salaries and access to incentives and funding for academic activities. Although this is a widespread issue globally, and no immediate solutions are available, it is important to focus on improving the conditions for invited staff to support their scientific development.
- **It is recommended that academic and invited staff members submit an annual report detailing their teaching, research, and other scholarly activities.** All of this, along with the research conducted by the Quality Service, will allow us to make the **incentivization mechanisms** more effective for those professors and lecturers who were most active in a given academic year, published articles in peer-reviewed journals, received the highest ratings from students, and so on.

Standard 4.3

- It is recommended that effective mechanisms be developed for attracting and retaining students, young professionals, and researchers in order to make the presented programs more sustainable and aligned with contemporary demands.
- It is recommended to strengthen the support of internationalisation activities related to research, publication, and participation in academic events of the teaching staff

Standard 4.5

- It is recommended to Increase of budget for strengthening scientific/research activity and internationalization.

Standard 5.1

- It is recommended that the University should conduct comprehensive self-evaluation of educational programs to identify the areas for improvement as well as planned activities and timelines for the areas to be improved.

Standard 5.3

- It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process and etc.

Recommendation for individual programs:

Standard 1.1.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

• It is recommended that the programme objectives be revised to prioritise original research contributions alongside practical activities. This revision should clearly articulate the expectation for doctoral candidates to engage in independent research that advances knowledge in innovation and operations management.

Programme 3: Enterprise Management, MA (Georgian language)

• It is recommended that the programme objectives be expanded to include a detailed description of what constitutes a 'high level manager'. This should include specific competencies related to international business practices, cross-cultural leadership or global market dynamics to ensure that graduates are equipped to navigate the complexities of an interconnected world.

Standard 1.2.

Programme 1: Management of Engineering, BA (Georgian language)

• It is recommended that the phrase 'deep and systematic knowledge' be revised to include specific descriptors that describe the depth of knowledge expected.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

• It is recommended that the learning outcomes be revised to explicitly prioritise original research contributions and theoretical advances. The outcomes should clearly state that doctoral candidates are expected to conduct independent research that contributes to the body of knowledge in innovation and operations management.
• It is important to revise Outcome 4 to better reflect the focus on the creation of new knowledge, rather than simply assessing the potential for technology transfer. This could include specifying that the thesis must demonstrate the ability to generate new theoretical insights while applying existing knowledge to practical challenges.
• It is recommended that the learning outcomes include elements of internationalisation. This could include emphasising the importance of understanding global trends in innovation and operations management, as well as the ability to conduct research that addresses international issues and practices.

Programme 3: Enterprise Management, MA (Georgian language)

• It is recommended that the phrase 'deep and systematic knowledge' be revised to include specific descriptors that describe the depth and breadth of knowledge expected.

Programme 7: Public Administration, PHD (English language)

• It is recommended that subjective terms such as 'innovative methods' and 'appropriate measures' be defined with more concrete criteria to improve clarity and measurability.

Standard 1.3
Programme 1: Management of Engineering, BA (Georgian language)

• It is recommended that the study programme **Management of engineering BA** broaden its evaluation mechanisms to better reflect both theoretical knowledge and practical

application. While the current evaluation system is clearly defined, it relies heavily on theoretical assessments, leaving practical aspects, such as internships underrepresented.

Programme 4: Banking and Finance Technology, BA (180 credits)– (Georgian language)

• It is recommended that faculty members, particularly those in Bachelor's programs, receive ongoing training in effectively collecting, analyzing, and applying learning outcome data.

Standard 1.4
Programme 1: Management of Engineering, BA (Georgian language)
• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program
Programme 2: Innovative and Operational Management, PHD (Georgian language)

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program
Programme 3: Enterprise Management, MA (Georgian language)

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program
Programme 4: Banking and Finance Technology, BA (180 credits)– (Georgian language)

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program
Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program
Programme 6: Public Administration, MA (Russian language)

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program.
• Introduce mandatory course of "academic writing".

Standard 2.1
Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

• It is recommended that for admission to the program prerequisite should be at least 5 years of professional experience in the field of accounting or auditing.

Programme 6: Public Administration, MA (Russian language)

• Russian language program should have Russian language knowledge in the preconditions.

Standard 3.1.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

• It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Programme 3: Enterprise Management, MA (Georgian language)

• It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

• It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Programme 6: Public Administration, MA (Russian language)

• It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Programme 7: Public Administration, PHD (English language)

• It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Standard 4.1

Programme 1: Management of Engineering, BA (Georgian language)

• It is recommended to review the leadership of 4, 5, or more different academic disciplines by a single individual (academic and invited staff).

Standard 4.2

Programme 2: Innovative and Operational Management, PHD (Georgian language)

• It is recommended that significant attention be given to the research activities of doctoral supervisors, as the presented documentation confirms that several of them have not published any work over the past 3 years.

Programme 3: Enterprise Management, MA (Georgian language)

• It is recommended that significant attention be given to the research activities of Program implementation staff, as the presented documentation confirms that several of them have not published any work over the past 3 years.

- It is recommended that significant attention be given to the proper completion of master's theses by supervisors, as the presented documentation and on-site interviews revealed that in some master's theses, the guidelines for the formatting of the thesis submitted for the master's academic degree were violated, and such theses were assessed with a grade of 'B'.
- It is recommended that significant attention be given to the authenticity and volume of the literature used in the master's thesis, as 8 sources are critically insufficient for this type of academic work (a master's thesis defended in 2023, presented by the university).

Programme 6: Public Administration, MA (Russian language)

- It is recommended that the university spare no effort in supporting the academic development of MA supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program.

Standard 5.3

Programme 1: Management of Engineering, BA (Georgian language)

- It is recommended that the Bachelor's Program "Management of Engineering" be compared with similar programmes of foreign universities in order to bring the programme in compliance with the modern requirements and to integrate the best international practices.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

- It is recommended that the Doctoral Program "Innovative and Operational Management" be compared with similar programmes of foreign universities in order to bring the programme in compliance with the modern requirements and to integrate the best international practices.

Suggestions for the Programme Development

General suggestions of the cluster:

Standard 1.3.

It is suggested that:

- the cluster implement a more consistent and systematic approach to longitudinally tracking learning outcomes across all programs;
- programs develop a more structured approach to the collection and analysis of learning outcome data;
- all programs, especially at the Bachelor's level, establish a more formalized feedback loop where assessment results directly lead to programmatic changes;
- specific feedback mechanisms be tailored to the unique needs of each program

Standard 3.1

- During the interviews, it became clear that students need more practical activities. It is desirable that the university make the practical part of teaching and activities more diverse. For example, it is desirable that the university organize more internships, master classes, public lectures, meetings with specialists in the field, etc. for students.
- It is necessary to increase student involvement in international projects and exchange programs.

Standard 3.2

- During the review of the theses, several examples of violations of academic writing norms were identified. It is necessary for supervisors to work more intensively with students, to give advice and recommendations in this direction.

Standard 4.3

- It is suggested that the university ensure the academic development of both academic and support staff, sparing neither financial nor material-technical resources for this purpose
- It is suggested that the university provide courses for training in professional and subject-specific English.

Standard 4.4

- It is suggested that the quality of the information and communication platforms currently in use be further improved, and that the resources of the library continue to be enriched.
- It is also suggested that the availability of workspaces be continuously improved, especially for undergraduate students.

Standard 4.5

- It is suggested to develop more financial support mechanisms both for the sustainability of the program and for the academic development of academic and invited staff.

- It is suggested that the international relationship department of the university should continue to actively collaborate with academic personnel and students to enhance internationalization efforts. This can be achieved through ongoing engagement in activities such as researching exchange programs, hosting informative campaigns, and organizing regular initiatives of each academic year.

Suggestions for individual programs:

Standard 1.1.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

- It is suggested that internationalisation be explicitly included in the programme objectives. This can be achieved by emphasising the importance of global perspectives in innovation and operations management, promoting international collaborations and providing opportunities for doctoral students to engage in research and academic exchanges internationally.

Programme 3: Enterprise Management, MA (Georgian language)

• It is suggested that the programme objectives be revised to include specific references to how the curriculum incorporates international perspectives

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

• It is suggested that the programme objectives include statements describing how graduates will contribute to the advancement of the accounting and auditing professions and society as a whole.
• It is suggested to include elements that address learning outcomes related to international finance.

Programme 6: Public Administration, MA (Russian language)

• It is suggested that subjective terms such as 'deep and systematic knowledge' should be defined with more concrete criteria to improve clarity and measurability.

Programme 7: Public Administration, PHD (English language)

• It is suggested that subjective terms such as 'innovative research' and 'analytical methods' be defined with more concrete criteria in order to improve clarity and measurability at doctoral level.

Standard 1.2.

Programme 7: Public Administration, PHD (English language)

• It is advisable to make the learning outcomes more specific and measurable, particularly those relating to analytical skills and research methods. Clearly defined assessment criteria should accompany each outcome to facilitate effective evaluation of student progress and achievement.

Programme 3: Enterprise Management, MA (Georgian language)

• It is suggested to include learning outcomes that address internationalisation and global business perspectives. This could include outcomes such as 'analyse and evaluate the impact of global market trends on business strategies' or 'develop intercultural communication skills necessary for effective entrepreneurship in a global context'. Such additions will enhance the relevance of the programme to a globalised economy.

Programme 4: Banking and Finance Technology, BA (180 credits) – (Georgian language)

• It is suggested that the inclusion of elements focusing on international finance, cross-border transactions or global banking practices would enhance the relevance of the programme in an international context.

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

• To improve the clarity and measurability of the learning outcomes, it is proposed to explicitly define 'deep and systematic knowledge' by identifying specific competences and key areas of focus within financial accounting and auditing.

Programme 6: Public Administration, MA (Russian language)

Suggestion(s):

- It is suggested that subjective terms such as "systematically" and "innovative methods" should be defined with more concrete criteria to improve clarity and measurability.

Standard 1.3.

Programme 4: Banking and Finance Technology, BA (180 credits)– (Georgian language)

- It is suggested that the study programme enhance its evaluation mechanisms by incorporating more in-depth assessments related to evolving financial technologies. While the current assessments are well-defined for core competencies, they do not sufficiently address the rapidly changing landscape of financial technologies.

Standard 1.4.

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

- It would be appropriate for admission to the programme to require at least 5 years' professional experience in accounting or auditing.

Programme 6: Public Administration, MA (Russian language)

- Expand Elective Courses: Introduce electives on emerging topics, such as digital transformation, climate governance, and artificial intelligence in public administration. Enhance Practical Learning: Include mandatory internships or collaborative projects with government institutions to provide real-world exposure. Modernize Course Content: Update existing courses like "Statistics in Public Administration" to include advanced analytics and decision-making tools. Strengthen Interdisciplinary Research: Provide opportunities for interdisciplinary research that integrates public administration with economics, technology, and environmental studies.

Standard 1.5.

Programme 6: Public Administration, MA (Russian language)

- Expand Digital Governance Content: Include additional courses or modules on digital transformation, big data analytics, and AI applications in governance to align the curriculum with contemporary challenges. Update Study Materials: Regularly review and update course materials to incorporate the latest research, case studies, and technological advancements in public administration.

Programme 7: Public Administration, PHD (English language)

- Expand Elective Offerings: Introduce electives in contemporary and interdisciplinary areas like "Digital Transformation in Governance" and "AI in Public Administration." Enhance Practical Training: Include consultancy projects, or collaborative research with public sector institutions. Update course content to include more case studies and examples from diverse geopolitical contexts.

Standard 2.1.

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

- The admission prerequisites should include internal and external mobility procedures. Meeting these conditions would provide prospective students the opportunity to enroll in the program.

Programme 6: Public Administration, MA (Russian language)

- The Language knowledge can be confirmed through the interview.

Standard 4.1

Programme 1: Management of Engineering, BA (Georgian language)

- It is suggested to diversify the program by recruiting new staff in the field of Engineering Management, for the sake of enhancing the program's sustainability.

Programme 2: Innovative and Operational Management, PHD (Georgian language)

- It is suggested that the university ensure the recruitment of more new staff in the field of Innovation Management, for the sake of enhancing the program's sustainability.

- It is suggested that the university spare no effort in supporting the academic development of doctoral supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program.

Standard 4.2

Programme 3: Enterprise Management, MA (Georgian language)

- It is suggested that the university spare no effort in supporting the academic development of doctoral supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program.

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

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

The group of accreditation experts in some cases shared the argumentative position of the University with regard to the following recommendations:

❖ Technical errors/inaccuracies were recorded in the draft report, which is corrected in the final edition of the document, particulary, in component 4.5 identical recommendations have been issued for five educational programmes, which were already considered in the cluster recommendations section. Accordingly, a group of experts made the necessary changes in the final document.

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

❖   Group of experts agrees with the university's argumentative position that there is a mistake in recommendation about the English language PhD program "Public Administration", where recommendation was issued to add language requirements. It was only referred to the Russian language Masters Program in Public Administration.

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

Evaluation approaches for the accreditation experts:

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

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

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

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The educational programmes grouped in this cluster demonstrate alignment with Component 1.2 of the Programme Learning Outcomes and meet key requirements for accreditation in fields, including Engineering Management, Innovative and Operational Management, Enterprise Management, Banking and Finance Technology, Financial Accounting and Auditing, Public Administration and a PhD in Public Administration.

The programme objectives for each of these programmes are clearly stated and provide a realistic and achievable framework for the knowledge, skills and competencies that students are expected to acquire. Each programme outlines specific objectives that are aligned with the unique requirements of their respective fields. However, the PhD programme in Innovative and Operational Management has some shortcomings that need to be addressed.

The objectives of the programmes in the cluster effectively reflect the overarching mission and strategic goals of the Technical University of Georgia, demonstrating a commitment to high quality education that prepares students for both current employment demands and ongoing professional development. In particular, many programmes incorporate feedback from stakeholders, including employers and others industry representatives, which ensures that the objectives remain relevant and reflect labour market needs.

While programmes emphasise local context and labour market relevance, there is a consistent need for a more focus on internationalisation in most programmes. Incorporating internationa and/or global perspectives would enhance the relevance of the programmes.

Learning outcomes are measurable, achievable and consistent with the qualifications to be awarded. They are generally accessible to stakeholders, thereby promoting transparency and accountability. The involvement of different stakeholders in the development and refinement of these outcomes underlines the collaborative nature of the process and enhances their relevance and applicability.

Description and Analysis – Programme 1: Management of Engineering, BA (Georgian language)

The programme objectives are clearly defined, realistic and achievable. They reflect the unique demands of the management field and are aligned with the bachelor level of education. The objective is linked to the curriculum of the programme, which provides theoretical knowledge

and the development of practical skills in general management and in organising the engineering of modern technical and technological systems. This structured approach ensures that graduates are equipped with both theoretical knowledge and practical skills essential for success in the field of management. The objectives are consistent with the mission, strategic goals and educational framework of the Technical University of Georgia. They illustrate the programme's contribution to the development of both the management field and the wider society by addressing local labour market needs in the area of engineering managers. In addition, the program incorporates some aspects of internationalisation, reflecting the global nature of business management, and includes faculty and student exchanges under Erasmus+, faculty participation in international scientific events, and involvement in research projects. The programme's objectives are publicly available, promoting transparency and accountability. Stakeholder feedback has been integrated into the programme development and review process.

Description and Analysis – Programme 2: Innovative and Operational Management, PHD (Georgian language)

The programme objective places a strong emphasis on practical activities such as project management and technology transfer. While practical skills are essential, a doctoral programme should prioritise original research contributions and theoretical advances in the field. The strong focus on practical application may suggest a professional master's orientation rather than at the doctoral level. The objective mentions 'research activities', but it is not clear how these activities will be developed to contribute to the body of knowledge in innovation and operations management. There needs to be a stronger emphasis on conducting original research, which is a hallmark of doctoral study. The current framing could lead to the perception that the programme is more about applying existing knowledge than generating new knowledge. There is insufficient mention of the theoretical frameworks that will underpin the practical activities.

The objectives of the programme are in line with the mission and strategic goals of the Technical University of Georgia, in particular the promotion of research and innovation. The University's commitment to continuous improvement and benchmarking against respected univeristies in Europe reinforces this alignment. The programme demonstrates an awareness of local and international labour market requirements through its focus on commercialisation and project management. The programme objective incorporates elements of internationalisation by drawing on the experience and standards of various reputable European universities, but it could further emphasise opportunities for international collaboration. The objectives are publicly available on the university's website. This transparency allows potential students and stakeholders to understand the programme's objectives and educational offerings, which is essential for accountability. Stakeholder involvement is appropriate.

Description and Analysis – Programme 3: Enterprise Management, MA (Georgian language)

The objectives of the programme are clearly stated and are realistic and achievable, including both theoretical and practical components. However, it would benefit from being more specific about what constitutes a 'high level manager', including the competencies and areas of knowledge expected. The programme objectives take into account the specificity of enterprice management as a field of study and are well aligned with the Master's level of education. The programme objectives effectively reflect the knowledge, skills and competencies that the programme aims to develop in graduate students. While the programme aims to develop high-level managers, it would benefit from a more explicit statement of how these objectives contribute to the advancement of the field of business management and society as a whole. The link between managerial competencies and societal impact should be more clearly articulated to demonstrate the programme's relevance beyond employment. The objectives of the programme appear to be consistent with the mission, goals and strategic objectives of the Technical University of Georgia and take into account local labour market needs and trends, particularly in the development of managers equipped to respond to contemporary business

challenges. The programme reflects the main internationalisation issues relevant to business management. Information on the programme objectives is available on the university's website, which promotes transparency and accessibility. Stakeholder involvement is appropriate.

Description and Analysis – Programme 4 Banking and Finance Technology, BA)

The programme objectives are clearly formulated and set realistic and achievable goals for graduates. Each objective specifies the expected areas of knowledge and skills relevant to the banking and finance sector, making the programme objectives transparent and understandable. The objectives are well aligned with the specificities of the banking and finance sector and address critical competencies required for practical activities in finance, banking and insurance at the expected level. By focusing on both theoretical understanding and practical application, the objectives ensure that students are equipped to meet the demands of their future careers.

The programme objectives are consistent with the mission and strategic goals of the Technical University of Georgia. They are consistent with the university's commitment to providing quality education that prepares students for career success and lifelong learning. The programme objectives take into account the needs of the local labour market, in particular by incorporating feedback from employers. Although the objectives do not explicitly address internationalisation, the inclusion of modern banking technologies implies an understanding of global trends. The programme objectives are publicly available, which promotes transparency and allows prospective students and stakeholders to understand the programme's aims and expectations; the commitment of the stateholders is exceptional, in particular through the inclusion of employers' recommendations.

Description and Analysis – Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

The programme objectives are clearly stated and provide a realistic and achievable framework for what graduates are expected to achieve. The objectives are well aligned with the specifics of financial accounting and auditing and emphasise the knowledge and skills required in the field. They address key areas such as accounting, auditing, taxation and financial management that are critical to success in these professions.

They reflect the knowledge, skills and competencies that the programme aims to develop in graduates. The emphasis on making optimal decisions and developing creative ideas indicates a well-rounded approach to education that goes beyond technical skills to include critical thinking and problem solving skills, which is the case for a Master's level programme. While the objectives focus on knowledge and skills, they could be strengthened by explicitly stating how graduates will contribute to the advancement of the accountancy and auditing professions and society as a whole. The programme objectives appear to be in line with the mission and strategic goals of the University and address local labour market needs, in particular by preparing students for careers in financial accounting and auditing. The programme objectives do not explicitly address internationalisation or global accounting standards, which are increasingly relevant in today's interconnected economy. Inclusion of aspects related to cross-border taxation would enhance the relevance of the programme. The programme objectives are publicly available, which promotes transparency and allows prospective students and stakeholders to understand the aims and expectations of the programme; the commitment of the government is exceptional, in particular through the inclusion of employer recommendations.

Description and Analysis – Programme 6: Public Administration, MA (Russian language)

The learning objectives are well aligned with the programme objectives and focus on the essential knowledge and skills required for a career in public administration. They are clearly stated and provide a realistic framework for what graduates are expected to achieve. However, terms such as 'deep and systematic knowledge' can be somewhat vague and may benefit from more specific criteria. A definition of what constitutes this knowledge – such as particular or

areas of public administration - would improve clarity. The objectives are specific to the field of public administration and address critical competencies, ensuring that graduates are prepared to meet the demands of the profession. The objectives effectively reflect the knowledge, skills and competences that the programme aims to develop in graduates. The emphasis on 'independent research' and 'innovative activities' indicates a comprehensive approach, which are essential at Masters level. The objectives take into account local labour market needs by emphasising competences that are in demand in public administration. While the objectives focus on the local context, they do not explicitly address internationalisation or global public administration practices. The programme objectives are publicly available, which promotes transparency and enables prospective students and stakeholders to be involved; stakeholder involvement is appropriate.

Description and Analysis - Programme 7: Public Administration, PHD (English language)

The programme objectives are clearly stated and provide a realistic framework for what is expected of graduates. The objectives are well aligned with the specificities of public administration. They address critical competencies required for PhD study, such as research skills and the ability to apply innovative methods. The programme objectives effectively reflect the knowledge, skills and competences that the programme aims to develop in its graduates. The objectives demonstrate a commitment to the advancement of public administration as a discipline and its impact on society. By focusing on innovative research and the development of new knowledge, graduates will be able to make a meaningful contribution to both the academic community and public administration. The objectives are consistent with the mission and strategic goals of the Technical University of Georgia. The objectives take into account local labour market needs by emphasising competencies that are essential for careers in public administration. While the objectives focus on the local context, they do not explicitly address internationalisation or global public administration practices. Incorporating elements related to international governance, comparative public administration or global policy issues would enhance the relevance of the programme in a globalised environment. The programme objectives are publicly available, which promotes transparency and allows prospective students and stakeholders to understand the objectives and expectations of the programme. This accessibility is crucial for informed decision-making by potential students. The development of these objectives appears to have involved stakeholder engagement.

Evidences/Indicators

- Program Descriptions and Curriculum
- Information about the programs provided at the web page of the University
- Interview results confirming program relevance
- Map of Program Goals and Learning Outcomes Compliance
- Self-Evaluation Report (SER)
- Mission, Objectives, and Strategy of the University

Recommendations –

    Suggestions - non-binding advice for the programme development

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

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

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

Programme 1: Management of Engineering, BA (Georgian language)

Recommendation(s): Nil

Suggestion(s): Nil

Programme 2: Innovative and Operational Management, PHD (Georgian language)

Recommendation(s):

- It is recommended that the programme objectives be revised to prioritise original research contributions alongside practical activities. This revision should clearly articulate the expectation for doctoral candidates to engage in independent research that advances knowledge in innovation and operations management.

Suggestion(s):

- It is suggested that internationalisation be explicitly included in the programme objectives. This can be achieved by emphasising the importance of global perspectives in innovation and operations management, promoting international collaborations and providing opportunities for doctoral students to engage in research and academic exchanges internationally.

Programme 3: Enterprise Management, MA (Georgian language)

Recommendation(s):

- It is recommended that the programme objectives be expanded to include a detailed description of what constitutes a 'high level manager'. This should include specific competencies related to international business practices, cross-cultural leadership or global market dynamics to ensure that graduates are equipped to navigate the complexities of an interconnected world.

Suggestion(s):

- It is suggested that the programme objectives be revised to include specific references to how the curriculum incorporates international perspectives.

Programme 4: Banking and Finance Technology, BA (180 credits)– (Georgian language)

Recommendation(s): Nil

Suggestion(s): Nil

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

Recommendation(s): Nil

Suggestion(s):

- It is suggested that the programme objectives include statements describing how graduates will contribute to the advancement of the accounting and auditing professions and society as a whole.
- It is suggested to include elements that address learning outcomes related to international finance.

Programme 6: Public Administration, MA (Russian language)

Recommendation(s): Nil

Suggestion(s):

- It is suggested that subjective terms such as 'deep and systematic knowledge' should be defined with more concrete criteria to improve clarity and measurability.

Programme 7: Public Administration, PHD (English language)

Recommendation(s): Nil

Suggestion(s):

- It is suggested that subjective terms such as 'innovative research' and 'analytical methods' be defined with more concrete criteria in order to improve clarity and measurability at doctoral level.

Evaluation [1]

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 (management of engineering BA)	X	☐	☐	☐
Programme 2 (innovative and operational management Phd)	☐	X	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	X	☐	☐
Programme 4 (banking and finance technology BA)	X	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	X	☐	☐	☐
Programme 6 (public administration Russian MA)	X	☐	☐	☐
Programme 7 public administration English Phd)	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

The learning outcomes for the seven programmes analysed at the Technical University of Georgia show a strong alignment with the respective programme objectives and accreditation standards. These learning outcomes collectively reflect the essential knowledge, skills and competencies required for students to excel in their fields. Each programme is tailored to address specific competencies necessary for success in the labour market. For example, the outcomes emphasise critical areas such as entrepreneurial management, strategic decision-making, innovative research methods and effective financial management.

While the learning outcomes are generally clear and measurable, some terms, such as 'deep and systematic knowledge' or 'innovative methods', could benefit from more precise definitions to improve clarity and assessability. This ambiguity can make it difficult to assess whether

students have actually achieved these outcomes, particularly at higher levels of study such as doctoral programmes.

Learning outcomes are aligned with appropriate qualification levels and reflect advanced skills and competencies that are aligned with both sectoral benchmarks and the National Qualifications Framework (NQF). This alignment ensures that graduates are equipped with the necessary expertise to meet the demands of their respective fields, whether in public administration, engineering management or finance.

The programmes in the cluster effectively address local labour market needs, with outcomes that emphasise practical skills relevant to current employment trends. However, there is a need for a more explicit focus on internationalisation in many programmes. The development of these learning outcomes has involved collaboration between a range of stakeholders, including staff, students, alumni and employers. This collaborative process enhances the relevance of the outcomes and ensures that they reflect the skills and knowledge that are in demand. In addition, the learning outcomes are publicly available, which promotes transparency.

Description and Analysis – Programme 1: Management of Engineering, BA (Georgian language)

The learning outcomes are closely aligned with the programme objectives and focus on critical knowledge areas such as entrepreneurship management, human resources, strategic decision making and innovation. They encompass the essential skills and responsibilities required of graduates and reflect the programme's comprehensive educational approach. While learning outcomes are generally stated, the use of terms such as 'deep and systematic knowledge' raises concerns about measurability. Such qualitative descriptions can be subjective and open to interpretation, making it difficult to assess whether students have actually achieved these outcomes.

The learning outcomes are consistent with the requirements of EQF level 6, which emphasise advanced knowledge and skills, the ability to exercise independent judgement and the ability to manage complex professional activities. The outcomes are based on the NQF.

The outcomes appear to be in line with employment requirements in the management field, preparing graduates for roles that require strategic thinking, innovation and decision-making. The learning outcomes reflect the specificities of the field of entrepreneurship management and its labour market requirements, emphasising strategic development, human resource management and risk assessment. The development and improvement of the learning outcomes involved collaboration between all stakeholders (faculty, students, employers). The learning outcomes are clearly communicated and it is ensured that all parties are involved.

Description and Analysis – Programme 2: Innovative and Operational Management, PHD (Georgian language)

The learning outcomes are consistent with the programme objectives, focusing on innovation, research independence and project management. However, the emphasis on practical aspects, particularly in Outcome 4, raises concerns. This outcome states that the dissertation focuses on 'assessing and analysing the potential for technology transfer' and 'creating innovative products'. This practical orientation appears to prioritise applied knowledge over the basic research and theoretical contributions expected at doctoral level, thereby limiting the scope of intellectual engagement expected at EQF level 8. Although the outcomes are measurable, some lack specificity in the assessment criteria. For example, the ability to 'analyse and synthesise existing data' (Outcome 3) needs clearer benchmarks to assess the depth of analysis expected at doctoral level. In addition, although the outcomes seem achievable, the focus on practical applications in Outcome 4 could lead to a narrowing of the scope of research, potentially compromising the rigour associated with a doctoral dissertation.

A doctoral thesis should contribute to academic knowledge rather than serve primarily industrial or practical purposes. While the outcomes reflect competences that are valuable in

the labour market - such as project management and innovation - their alignment with employment needs could be made more explicit. The reliance on practical outcomes, particularly in the context of technology transfer, may risk producing graduates who are well prepared for industrial roles but may lack the in-depth theoretical knowledge and research skills required for academic positions or advanced research roles. The learning outcomes demonstrate responsiveness to the needs of the sector and the labour market. The programme is aligned with sectoral benchmarks based on the National Qualifications Framework (NQF). Learning outcomes have been developed in collaboration with stakeholders such as employers, faculty and graduates. The programme's learning outcomes are communicated to all stakeholders in an appropriate manner.

Description and Analysis - Programme 3: Enterprise Management, MA (Georgian language)

The learning outcomes are well aligned with the programme's objectives to produce high level managers equipped with the necessary knowledge and skills in business management. Each outcome reflects key aspects of business management and meets the overall objectives of the programme. The outcomes are generally measurable, especially those involving specific tasks such as developing strategies or conducting research. However, terms such as 'deep and systematic knowledge' can be vague and difficult to quantify. To improve measurability, it would be beneficial to specify criteria or performance indicators that define what constitutes 'deep knowledge' in this context.

The learning outcomes are consistent with the expectations of a Master's level qualification and are in line with sectoral benchmarks; they take effective account of local labour market needs and trends. They emphasise practical skills such as human resource management, strategic decision making and the ability to adapt to changing business environments, which are highly valued in the workforce. The learning outcomes do not explicitly address internationalisation or global business perspectives, which are increasingly important in today's interconnected marketplace. The learning outcomes are publicly available to prospective students and stakeholders, ensuring transparency and stakeholder engagement.

Description and Analysis - Programme 4 Banking and Finance Technology, BA)

The learning outcomes are well aligned with the programme objectives and focus on the essential knowledge and skills required for careers in banking and finance. Each outcome reflects the competencies necessary for students to be successful in these fields. The outcomes are generally measurable, particularly those involving specific tasks such as data analysis and the use of technology; they are consistent with the expectations of a bachelor's level qualification and are aligned with sectoral benchmarks or the National Qualifications Framework (NQF). The learning outcomes effectively address local labour market needs, particularly through the emphasis on practical skills such as data analysis and the use of technology. The outcomes do not explicitly address internationalisation or global business perspectives, so the integration of elements focusing on international finance, cross-border transactions or global banking practices would enhance the relevance of the programme in a globalised context. They are publicly available, which promotes transparency and allows prospective students and stakeholders to understand what competencies are being developed throughout the programme. The programme benefits from good practice in stakeholder engagement, as evidenced by the integration of employer recommendations into the learning outcomes.

Description and Analysis - Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

The learning outcomes are well aligned with the programme objectives and focus on the essential knowledge and skills required for a career in financial accounting and auditing. The outcomes directly address the competencies that graduates are expected to acquire, ensuring clarity of purpose. The outcomes are generally clear; however, some terms, such as 'deep and systematic knowledge', can be subjective and may lack specific measurable criteria. This

vagueness can make it difficult to assess whether students have effectively achieved this outcome. It is recommended that what constitutes 'deep and systematic knowledge' be defined in concrete terms, possibly by specifying the key areas of focus or the expected depth of understanding. The outcomes are specific to financial accounting and auditing. They reflect the knowledge, skills and competencies that the programme aims to develop in graduates. The use of critical analysis, innovative synthesis and evaluation demonstrates a higher order thinking approach appropriate to a Master's level programme. The outcomes take into account the demands of the local labour market by emphasising practical skills, such as preparing financial statements and analysing tax strategies. They take account of internationalisation issues; are publicly available, which promotes transparency and allows prospective students and stakeholders to understand what competences are developed throughout the programme. The programme benefits from good practice in stakeholder involvement, as evidenced by the integration of employer recommendations into the learning outcomes.

Description and Analysis – Programme 6: Public Administration, MA (Russian language)

The learning outcomes are well aligned with the programme objectives by emphasising key principles and practices in public administration. They address the essential knowledge, skills and responsibilities expected of graduates, ensuring alignment with the programme objectives. The outcomes are generally clear and articulate specific skills that graduates are expected to develop. They are achievable and realistic, particularly given the structured nature of the program. However, terms like "systematically" and "innovative methods" could be better defined to enhance clarity and provide specific criteria for assessment. The learning outcomes are consistent with the expectations of a Master's level qualification. They demonstrate advanced skills in analysis, problem solving and strategic thinking appropriate to this level of study. The outcomes refer to sectoral benchmarks and take into account local labour market requirements by emphasising practical skills such as strategic planning, e-government improvement and financial management. The inclusion of outcomes that address trends in public administration and integration into European and Euro-Atlantic structures demonstrates recognition of internationalisation issues. They are publicly available, which promotes transparency and allows prospective students and stakeholders to understand what competences are developed throughout the programme. The programme benefits from the involvement of stakeholders in the implementation of the programme's learning outcomes development.

Description and Analysis – Programme 7: Public Administration, PHD (English language)

The learning outcomes are well aligned with the objectives of the programme, emphasising the development of advanced knowledge and skills required for research excellence and leadership roles in public administration. They address the core competencies expected of PhD graduates, ensuring alignment with the programme's objectives. Most of the outcomes are measurable and achievable, especially those that specify skills such as conducting research or developing policy documents. However, terms such as 'innovative methods' and 'appropriate measures' could be made more specific to ensure that assessments are clear and actionable. The learning outcomes are consistent with the expectations of a doctoral qualification, demonstrating a high level of mastery and the ability to conduct independent research. The focus on critical analysis, strategic thinking and innovative approaches is consistent with the requirements of doctoral level study. There is alignment with sectoral benchmarks. The outcomes effectively address the needs of the local labour market, focusing on competencies such as strategic planning and e-governance, which are highly valued in public administration. They prepare graduates for a range of professional roles, including academia, policy analysis and public service leadership. The inclusion of outcomes that address trends in public administration and integration into European structures demonstrates an awareness of internationalisation. The learning outcomes are publicly available to prospective students and stakeholders, ensuring transparency and stakeholder engagement.

Evidences/Indicators

- o NQF
- o Program Descriptions and Curriculum
- o SER
- o Information on Website of the University
- o Information provided during the meetings with Students, Graduates, Employers, Academic and Invited Staff, Doctoral Students.

General recommendations of the cluster:

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

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

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

Programme 1: Management of Engineering, BA (Georgian language)

Recommendation(s):

• It is recommended that the phrase 'deep and systematic knowledge' be revised to include specific descriptors that describe the depth and breadth of knowledge expected.

Suggestion(s): Nil

Programme 2: Innovative and Operational Management, PHD (Georgian language)

Recommendation(s):

• It is recommended that the learning outcomes be revised to explicitly prioritise original research contributions and theoretical advances. The outcomes should clearly state that doctoral candidates are expected to conduct independent research that contributes to the body of knowledge in innovation and operations management.
• It is important to revise Outcome 4 to better reflect the focus on the creation of new knowledge, rather than simply assessing the potential for technology transfer. This could include specifying that the thesis must demonstrate the ability to generate new theoretical insights while applying existing knowledge to practical challenges.
• It is recommended that the learning outcomes include elements of internationalisation. This could include emphasising the importance of understanding global trends in innovation and operations management, as well as the ability to conduct research that addresses international issues and practices.

Suggestion(s):

Programme 3: Enterprise Management, MA (Georgian language)

Recommendation(s):

• It is recommended that the phrase 'deep and systematic knowledge' be revised to include specific descriptors that describe the depth and breadth of knowledge expected.

Suggestion(s):

• It is suggested to include learning outcomes that address internationalisation and global business perspectives. This could include outcomes such as 'analyse and evaluate the

impact of global market trends on business strategies' or 'develop intercultural communication skills necessary for effective entrepreneurship in a global context'. Such additions will enhance the relevance of the programme to a globalised economy.

Programme 4: Banking and Finance Technology, BA (180 credits) – (Georgian language)

Recommendation(s): Nil

Suggestion(s):

• It is suggested that the inclusion of elements focusing on international finance, cross-border transactions or global banking practices would enhance the relevance of the programme in an international context.

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language)

Recommendation(s): Nil

Suggestion(s):

• To improve the clarity and measurability of the learning outcomes, it is proposed to explicitly define 'deep and systematic knowledge' by identifying specific competences and key areas of focus within financial accounting and auditing.

Programme 6: Public Administration, MA (Russian language)

Recommendation(s): Nil

Suggestion(s):

• It is suggested that subjective terms such as "systematically" and "innovative methods" should be defined with more concrete criteria to improve clarity and measurability.

Programme 7: Public Administration, PHD (English language)

Recommendation(s):
• It is recommended that subjective terms such as 'innovative methods' and 'appropriate measures' be defined with more concrete criteria to improve clarity and measurability.
Suggestion(s):
• It is advisable to make the learning outcomes more specific and measurable, particularly those relating to analytical skills and research methods. Clearly defined assessment criteria should accompany each outcome to facilitate effective evaluation of student progress and achievement.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	☐	X	☐	☐
Programme 2 (innovative and operational management Phd)	☐	X	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	X	☐	☐
Programme 4 (banking and finance technology BA)	X	☐	☐	☐

Programme 5 (financial accounting and auditing MA)	X	☐	☐	☐
Programme 6 (public administration Russian MA)	X	☐	☐	☐
Programme 7 public administration English Phd)	☐	X	☐	☐

[1] Evaluation is performed for each programme separately.

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

Definition of Learning Outcome Evaluation Mechanisms:

○ **Strengths**: All programs in the cluster include clearly defined mechanisms for evaluating learning outcomes. These mechanisms are detailed in program documents and self-evaluation reports, including the use of course-based assessments, research components, and feedback from stakeholders.

○ **Weaknesses**: While the mechanisms are documented, the consistency and depth of data collection, especially longitudinal tracking of learning outcomes, are not uniformly applied across programs.

Process of Defining, Collecting, and Analyzing Data:

○ **Strengths**: Programs rely on standardized evaluation frameworks, including ECTS systems, and leverage tools like syllabi-based rubrics and student feedback surveys to measure outcomes.

○ **Weaknesses**: Limited evidence exists for the systematic analysis and utilization of these data for program improvement in some programs, particularly in Bachelor-level programs.

Utilization of Assessment Results for Program Improvement:

○ **Strengths**: Master's and PhD programs demonstrate better practices in using assessment outcomes to refine course content and address stakeholder needs (e.g., public administration PhD and Master's in Financial Accounting).

○ **Weaknesses**: In some cases, particularly Bachelor programs, there is insufficient evidence of a feedback loop where assessment results directly lead to programmatic changes.

Description and Analysis – Programme 1 (Management of engineering BA)[6]

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[6] **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information

Evaluation Mechanisms: Clearly defined but focus heavily on theoretical components; practical evaluations like internships are underrepresented.

Improvement Use: Limited integration of feedback mechanisms to revise the structure or enhance industry relevance.

Description and Analysis – Programme 2 (Innovative and Operational Management Phd)

Evaluation Mechanisms: Strong research-focused assessments with clear rubrics for colloquiums and dissertation evaluations.

Improvement Use: Effective use of feedback from faculty and industry experts to refine research components.

Description and Analysis – Programme 3 (Entrepreneurial Management MA)

Evaluation Mechanisms: Assessment integrates coursework and a final thesis, with a focus on managerial competencies and practical applications.

Improvement Use: Utilization of alumni feedback and stakeholder insights in program revisions.

Description and Analysis – Programme 4 (Banking and Finance Technology BA)

Evaluation Mechanisms: Assessments are well-defined for core competencies but lack depth in integrating evolving financial technologies.

Improvement Use: Weak link between learning outcome data and program revisions.

Description and Analysis – Programme 5 (Financial Accounting and Auditing MA)

Evaluation Mechanisms: Balanced approach to coursework and case-study-based evaluations; thesis plays a central role.

Improvement Use: Feedback is actively incorporated into curriculum updates.

Description and Analysis – Programme 6 (Public Administration Russian MA)

Evaluation Mechanisms: Well-defined for coursework and research; practical components (internships) could be expanded.

Improvement Use: Systematic feedback incorporation is evident but limited to research elements.

Description and Analysis – Programme 7 (Public Administration English Phd)

Evaluation Mechanisms: Comprehensive, focusing on research and interdisciplinary evaluations. Assessment methods include regular colloquiums and a dissertation.

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on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.
In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

Improvement Use: Highly effective in leveraging assessment data to align with academic and professional demands.

Evidences/Indicators

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

o   Program Descriptions and Curriculum
o   SER
o   Information provided during the meetings with Students, Graduates, Employers, Academic and Invited Staff, Doctoral Students.

General recommendations of the cluster:

• It is recommended that all programs, especially at the Bachelor's level, establish a more formalized feedback loop where assessment results   would lead to   program improvement   ;
• It is recommended that specific feedback mechanisms be tailored to the unique needs of each program

General suggestions of the cluster:

It is suggested that:

• the cluster implement a more consistent and systematic approach to longitudinally tracking learning outcomes across all programs;
• programs develop a more structured approach to the collection and analysis of learning outcome data;
• all programs, especially at the Bachelor's level, establish a more formalized feedback loop where assessment results directly lead to programmatic changes;
• specific feedback mechanisms be tailored to the unique needs of each program

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Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)
Programme 1 (Management of engineering BA)
 Recommendation(s):
  • It is recommended that the study programme **Management of engineering BA** broaden its evaluation mechanisms to better reflect both theoretical knowledge and practical application. While the current evaluation system is clearly defined, it relies heavily on theoretical assessments, leaving practical aspects, such as internships underrepresented.
  • It is recommended that faculty members, particularly those in Bachelor's programs, receive ongoing training in effectively collecting, analyzing, and applying learning outcome data.

 Suggestion(s):
Programme 2 (Innovative and Operational Management Phd)

Recommendation(s):
Suggestion(s):
Programme 3 (Entrepreneurial Management MA)
Recommendation(s):
Suggestion(s):

Programme 4: Banking and Finance Technology, BA (180 credits)– (Georgian language)

Recommendation(s):

- It is recommended that faculty members, particularly those in Bachelor's programs, receive ongoing training in effectively collecting, analyzing, and applying learning outcome data.

Suggestion(s):
- It is suggested that the study programme enhance its evaluation mechanisms by incorporating more in-depth assessments related to evolving financial technologies. While the current assessments are well-defined for core competencies, they do not sufficiently address the rapidly changing landscape of financial technologies.

Programme 5 (Financial Accounting and Auditing MA)
Recommendation(s):
Suggestion(s):
Programme 6 (Public Administration Russian MA)
Recommendation(s):
Suggestion(s):
Programme 7 (Public Administration English Phd)
Recommendation(s):
Suggestion(s):

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 (management of engineering BA)	☐	X	☐	☐
Programme 2 (innovative and operational management Phd)	☐	X	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	X	☐	☐
Programme 4 (banking and finance technology BA)	☐	X	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	X	☐	☐
Programme 6 (public administration Russian MA)	☐	X	☐	☐
Programme 7 public administration English Phd)	☐	X	☐	☐

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

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

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

Based on the information collected through the self-evaluation report (SER), and the enclosed documents and site-visit, the structure of the educational programs are consistent and logical.

The programs are built according to the rules established by Georgian legislation and in accordance with the ECTS. The content and structure ensure that the learning outcomes of the programmes will be achieved. The expert panel established that the academic content, volume and complexity of the programs match to the requirements of the corresponding level of education. The learning components included in the programs are sequentially and logically arranged. The academic and technical expertise of the academic and visiting staff ensure that the study courses of the educational programs take into account new research findings and modern scientific achievements.

The group of experts were asked about the structure of the program, in particular regarding the differences between their programs and the analogues of the programs. Although these differences exist in the programs, the supervisors of the programs were not convincing regarding the necessity for these differences. Also, no answers were received to the question of what tasks the graduates of the similar analogue programs would not be able to perform in case of employment in Georgia.

Expert group suggests that programs unified in the cluster require structural review, in order to justify the need for such courses in the structure of the program, which are not found in any analogue of the program.

Educational program Management of Engineering - Bachelor

The full cycle of the program is written in 4 years, 8 semesters. Study disciplines ensure the achievement of the sectoral and general competencies of the first level of academic higher education provided for by the national qualifications framework and include mandatory and optional study courses and free components corresponding to the main field of study.

Program implementers modified several times since 2014, among which changes of particular importance were made in July 2022, when the 3-year report of the program was submitted to the National Center for the Development of Education Quality. The undergraduate educational program "Management of Engineering" and all study course programs (syllabus) were modified and brought into compliance with the "National Qualifications Framework" approved by Annex No. 1 of the Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019 and this with the detailed scope provided by the "Study Fields Classifier" approved by Order No. 2. Also, in the current modification process, compliance with the approved sectoral characteristics was taken into account by the order of the Director of the National Center for the Development of the Quality of Education of the National Center for the Development of Education Quality on January 25, 2022, No. 65812.

The implementers of the programs in the self-evaluation report of the program and during the interviews note that a number of changes were made in the structure of the programs:

Foreign language teaching increased from 10 credits to 20 credits;

 • The study course "History of Georgia" was added to the optional subjects of the humanitarian cycle.

· Considering that the program included the training course "Safety in production systems", the training course "Fundamentals of labor protection" was integrated into it;

. The names of the following training courses were changed and the content became consistent with the new name while keeping the credits: "Basics of technical personnel management" - "Basics of human resources management", optional training courses "Management of quality of products and processes" and "Quality assurance of projects" were combined into one training course " Fundamentals of Quality Management", which became a mandatory course of the program, "Inventory and Supply Chain Management" and "Supply Chain Design" into one training course "Management of Inventories and Supply Chains", which became a mandatory course of the program, "Management of Product Development Projects"- "Product Management", "Manufacturing Operating Systems Planning (Bachelor's Thesis)" - "Bachelor's Thesis".

As we read in the self-evaluation report, the bachelor's program in engineering management was developed as a result of the review of foreign analogues. However, in none of the proposed analogues, namely, in the engineering management program of Chicago, Illinois, USA -BS in Engineering Management < University of Illinois Chicago;

in the Engineering Management Program at Wilke University of Pennsylvania, USA

https://catalog.wilkes.edu//preview_entity.php?catoid=9&ent_oid=181&_gl=1*1fuzhfl*_gcl_au*NTk3NjQ2ODAwLjE3MzIxNzg2MjQ.

in the Engineering Management Program at the University of Perugia, Italy
https://ing.unipg.it/engmanagement/studyplan.pdf

We could not find a number of subjects: such as general electrical metrology, electrical engineering, operation of production and warehouse equipment, alternative energy sources and energy conservation, electrical engineering and electronic manufacturing technology, and more.

Therefore, we believe that the necessity of subjects different from the analogues of the programs should be well justified by the implementers of the program.

Expert group suggests that to justify the need for such courses in the structure of the program, which are not found in any analogue of the program

Educational program Innovative and Operational Management - Ph.D

The program has been implemented at the Georgian Technical University since 2016. The program has undergone several changes, among them it was modified in accordance with the order of the Minister of Education, Science, Culture and Sports of Georgia No. 69/N dated April 10, 2019 "On the approval of the national qualifications framework and the classifier of study areas".

The doctoral educational program "Innovative and Operational Management" includes educational and scientific-research components. The learning outcomes of the program are aligned with the general learning outcomes defined for level 8 of the National Qualifications Framework.

The distribution of credits of the educational component provided by the program is presented in the curriculum of the program and totals 60 credits.

The duration of the program is at least 3 years.

The program has foreign analogues in the form of programs at the Technical University of Milan, the Technical University of Munich, the University of Rotterdam and the University of Stockholm. In the analogues of the presented programs, there are no such courses as the innovation policy of the European Union, market research methods of innovative technologies and others.

Expert group suggest to justify the need for such courses in the structure of the program, which are not found in any analogue of the program

Educational program entrepreneurial management-master's degree

The volume of the master's degree educational program "Entrepreneurial Management" is 120 credits. The program includes a foreign language course (5 credits), an "academic writing" course (5 credits), basic courses (66 credits), a mandatory elective course (5 credits), production practice (9 credits) and preparation and defense of a master's thesis (30 credit).

After completing 66 credits of the main specialty and 5 credits of the optional special course, the student completes the master's thesis, the topic of which he chooses in agreement with the supervisor. The implementation of the topic is a research component in the program, it is reflected in the "Preparation and Defense of the Master's Thesis", which the student carries out in the IV semester and during which, together with theoretical research, it is based on the data of the passed practice (IV semester, 30 credits).

The program documentation includes a benchmarking document, where program implementers compare the Georgia Technical University Entrepreneurial Management Program with the following programs:

Master in Management, Business management; Toulouse Business School (Barcelona, Spain)

https://barcelona.tbs-education.com/program/masters-management/program-content/

Master in Management, Management, Luxemburg School of Business
https://luxsb.lu/master-in-management/curriculum/

MiM-Master in Management, ESCP Business School, (Paris, France)
https://escp.eu/programmes/master-in-management

As we read in the document, the program has 64 to 77% matching. It should be noted that in the analogs of the presented program there are no such subjects as: Innovation Competences and Entrepreneurship; operational management in industry; Risk and change management. During the meeting with the program supervisors, the need for different subjects was not sufficiently emphasized. The need for these knowledge and skills is also not seen in the employers' questionnaire and in the labor market analysis.

Expert group suggests to justify the need for such courses in the structure of the program, which are not found in any analogue of the program

Educational program Financial and banking technologies (Georgian three-years) - Bachelor's degree

The program is made with the ECTS European credit transfer system. 1 credit equals 25 hours, which includes both contact and independent work hours.

The volume of each academic year is - 60 credits. The duration of the program is 3 years (6 semesters). The academic year consists of 2 semesters. One semester includes 20 academic weeks.

The program consists of 180 credits of training courses, where there are free components - 30 credits, foreign language - 10 credits, corresponding to the field of study - 140 credits, including practice - 5 credits and bachelor thesis - 5 credits.

The procedure for the execution of the undergraduate research project/thesis and the procedure for conducting and evaluating the practice of GTU students are posted on the GTU web page:

https://gtu.ge/students/edu/regulatory-documents/bachelor.php
 The structure of the program was studied in detail by a group of experts - training courses,

their volume and their need in the program. It is worth noting that in the program we find such things that we do not find or rarely find in other analog programs. For example, technological solutions in financial activities. The need for such subjects in the program requires argumentation, which could not be obtained either in documentary form or during interviews.

Expert group suggests to justify the need for such courses in the structure of the program, which are not found in any analogue of the program

Financial Accounting and Auditing Educational Program (one year in Georgian) master's degree

The program is compiled using the ECTS system and includes 60 credits. 1 credit is equal to 25 hours, which includes both contact and independent work hours. The distribution of credits is presented in the curriculum of the program. The program lasts 1 year (2 semesters) and includes 60 credits. Educational component – 60 credits. One semester includes 20 weeks.

Before the beginning of the semester, the rector of the university issues an order about the course of the academic semester, which will be posted on the web page:

https://gtu.ge/students/edu/calendar.php

It should be noted that the structure of the program should be developed as a result of qualification requirements, labor market analysis, surveys of people working in the field, and consideration of foreign analogues of the program. During the study of the program, the group of experts did not find the need for some subjects. For example Financial Forecasting and Performance Management, also Entrepreneurship and enterprise.

Expert group suggests to justify the need for such courses in the structure of the program, which are not found in any analogue of the program.

The program does not include the preparation and defense of a master's thesis.

The program's structure is logically organized, with teaching components systematically developed to ensure coherent progress. However, experts suggest that the Financial Forecasting and Performance Management course and Entrepreneurship and enterprise course should not be taught in the program as a compulsory subject and better to move it in the optional subjects' component.

Also we think that students may not be able to learn some courses (*In particular, International Auditing Standards (IAS) is a training course, the study of which requires specific knowledge from the student as a prerequisite, without which it will be difficult to successfully accomplish the subject*), since admission to the program is open to an applicants with:

✔ a bachelor's degree or an academic degree equivalent to it <u>in any field</u>, who is enrolled based on the results of the master's exams (common master's exam);

✔ <u>also</u>, a bachelor's degree or equivalent academic degree and <u>at least 5 years of professional experience in the field of management/administration</u>.

We think that certain knowledge is required as a prerequisite for admission to the program and recommend that such a prerequisite be <u>at least 5 years of professional experience in accounting or auditing</u>.

Description and Analysis – Programme 6 (MA in Public Administration in Russian)

The Master's program in Public Administration consists of 120 ECTS credits, divided into the following components:

Core Courses (80 ECTS): These cover fundamental and advanced topics in public administration, governance, and polic

y analysis; Elective Courses (10 ECTS), and Research Component (30 ECTS): The program culminates in the development and defense of a Master's thesis. This component emphasizes independent research, critical analysis, and practical application of theoretical knowledge.

The program offers a diverse curriculum that integrates theoretical and practical knowledge. Core subjects address essential topics like public policy analysis, administrative management, and strategies for achieving public sector efficiency. Elective courses provide flexibility, allowing students to explore specialized topics in governance, geopolitics, and modern public administration challenges. The research component is a critical feature, requiring students to conduct innovative research and defend their findings. This aligns with the program's objective of fostering advanced analytical and problem-solving skills in public administration.

It should be noted that the structure of the program should be developed as a result of qualification requirements, labor market analysis, surveys of people working in the field, and consideration of foreign analogues of the program. During the study of the program, the group of experts did not find the need for some subjects. For example Modern Technologies of Business Negotiations, Policy planning and coordination mechanisms in EU institutions

Expert group suggests to justify the need for such courses in the structure of the program, which are not found in any analogue of the program

Description and Analysis - Programme 7 (Phd in Public Administration in English)

 – The PhD program is designed in accordance with the HEI's established methodology for planning and developing educational programs, as described in the self-evaluation report. The process includes the involvement of academic staff, quality assurance mechanisms, and the integration of feedback from stakeholders, including employers and alumni.

 – The program objectives align with the HEI's mission to advance academic research and professional skills in public administration. The interdisciplinary approach integrates theoretical and practical elements, ensuring the program contributes to the academic and professional development of candidates.

 – The program comprises 35 ECTS for the training component and 85 ECTS for the research component. Core subjects include "Research Methods in Public Administration," "Scientific Communication Techniques," and "Modern Teaching Methods," which provide essential methodological and pedagogical knowledge.

 – The research component includes three colloquiums, dissertation proposal defense, and the final dissertation defense, ensuring a systematic and logical progression from training to independent research.

 – The program's structure is designed to ensure the achievement of defined learning outcomes. The integration of advanced research methods and interdisciplinary courses ensures that graduates develop the ability to conduct innovative research and address complex public administration challenges.

 – The Doctor of Public Administration qualification awarded aligns with the program content, which emphasizes developing expertise in public administration theories, governance, and interdisciplinary research.

 – The curriculum addresses current trends in public administration, including governance, public policy analysis, and methodological advancements. However, emerging topics like digital governance, AI in public policy, and sustainability could be further integrated to enhance the program's relevance.

Evidences/Indicators

· Information provided during the meetings with Students, Graduates, Employers, Academic

and Invited Staff, Doctoral Students.

· Bachelor's, Master's and Doctoral Education Programs and Appendices (Appendix 1 - Program Learning Outcome and Appendix 2 - Map of Program Objectives and Learning Outcomes);

· Management of Engineering - bachelor's degree;

· Innovative and Operational Management - Ph.D;

· Entrepreneurial management - master's degree;

· Financial and banking technologies (Georgian three-year course) - Bachelor's degree;

· Financial accounting and auditing (Georgian one-year) - master's degree;

· Public Administration (Russian) - Master's degree;

· Public Administration (English) – PhD;

· Programs of training courses (syllabi);

· Planning the educational program at the Georgian Technical University, Design, evaluation and development procedure;

· Academic calendar https://gtu.ge/students/edu/calendar.php;

· Regulations of the Georgian Technical University on the master's degree https://gtu.ge/students/edu/regulatory-documents/masters.php;

· Regulations of the doctoral program of the Georgian Technical University https://gtu.ge/pdf/phd-debuleba2.pdf;

· Instructions for managing the educational process at the Georgian Technical University https://gtu.ge/students/edu/regulatory-documents/common-rules

General recommendations of the cluster:

• Programs unified in the cluster require structural review, in order to justify the need for courses in the structure of the program, which are not found in any analogue of the programs.

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

Programme 1 (Management of engineering BA)

 Recommendation(s):

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program

 Suggestion(s):

Programme 2 (Innovative and Operational Management Phd)

 Recommendation(s):

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program

 Suggestion(s):

Programme 3 (Entrepreneurial Management MA)

 Recommendation(s):

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program

 Suggestion(s):

Programme 4 (Banking and Finance Technology BA)

 Recommendation(s):

• To justify the need for such courses in the structure of the program, which are not found in any analogue of the program

 Suggestion(s):

Programme 5 (Financial Accounting and Auditing MA)

 Recommendation(s):

- To justify the need for such courses in the structure of the program, which are not found in any analogue of the program.

  Suggestion(s):
- It would be appropriate for admission to the programme to require at least 5 years' professional experience in accounting or auditing.

Programme 6 (Public Administration Russian MA)
Recommendation(s):
- To justify the need for such courses in the structure of the program, which are not found in any analogue of the program.
- Introduce mandatory course of "academic writing".

Suggestion(s):
- Expand Elective Courses: Introduce electives on emerging topics, such as digital transformation, climate governance, and artificial intelligence in public administration. Enhance Practical Learning: Include mandatory internships or collaborative projects with government institutions to provide real-world exposure. Modernize Course Content: Update existing courses like "Statistics in Public Administration" to include advanced analytics and decision-making tools. Strengthen Interdisciplinary Research: Provide opportunities for interdisciplinary research that integrates public administration with economics, technology, and environmental studies.

Programme 7 (Public Administration English Phd)
Recommendation(s): Nil
Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	☐	X	☐	☐
Programme 2 (innovative and operational management Phd)	☐	X	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	X	☐	☐
Programme 4 (banking and finance technology BA)	☐	X	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	X	☐	☐
Programme 6 (public administration Russian MA)	☐	X	☐	☐
Programme 7 public administration English Phd)	☐	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.

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

The learning outcomes of each study course of the educational programs are in accordance with the learning outcomes of the programs and they correspond to the levels of qualifications ranked by the National Qualifications Framework. The syllabus, assessment systems and teaching methodology are in accordance with the requirements. The expert panel examined the course syllabi and found that the content and allocation of credits is appropriate to ensure achievements of the course and programme learning objectives.

Knowledge acquisition through lectures and self-study is reinforced by practical work in laboratories at GTU. A well-equipped library ensure that appropriate literature is available both electronically and in hard copy. All this will ensure the achievement of the learning outcomes of the program. The content of each study course corresponds to the learning outcomes. The study material specified in the course syllabi is based on the current achievements, and is taught by well qualified, enthusiastic academic and visiting staff, ensuring achievement of the learning outcomes envisaged by the program.

Educational program Management of Engineering – Bachelor
The content of each study course of the program is determined by the overall goal and purpose of the program, and the learning outcomes are determined by the relevance to the learning outcomes of the program. The graduate of the program will acquire knowledge in production and operational management, product and process quality assurance, project and product management, will understand the impact of relevant issues on enterprise management activities and managerial decisions.

The teaching material included in the syllabi is based on the current achievements in the field and provides the learning outcomes envisaged by the program. Each course of the program contributes to the student's understanding of the relationship between the level of development of technical systems and the operational efficiency of enterprises, management models and methods of personnel involved in production processes

Educational program Innovative and Operational Management – Ph.D
The training component (60 credits) was filled with new training courses: –
"Commercialization of innovative technologies" (5 credits), intellectual property
management" (5 credits), "Professor's assistantship" (5 credits). The training course
"Methods of market research of innovative technologies" has been significantly reworked.
In the structure of the program, optional training courses are offered: "Cyber and Information Security"; "Planning and implementation of grant scientific-research projects"; "Environmental chemical and biological technologies", which makes research directions and opportunities even more diverse.

Educational program "Entrepreneurial Management" – master's degree
The learning outcomes of each study course of the major correspond to the learning outcomes of the program. The learning outcomes of each study course of the main specialty correspond to the descriptor level of the master's study level, and the learning outcomes of the program are derived from them, and the number of credits of each study course is determined in accordance with the learning outcomes provided for the purpose of this study course, the need for different teaching-learning methods, and the complexity and volume of the digestible material.

The study material indicated in the syllabuses is based on the current achievements of the field, which ensures the achievement of the learning outcomes envisaged by the program. Each study course has learning outcomes that correspond to the learning outcomes defined by the educational program. The achievement of each learning outcome of the training course is assessed. Forms, components, methods and criteria for evaluation of learning outcomes are described in each study course.

Description and Analysis - Programme 6 (MA in Public Administration in Russian)

The Russian-language Master's Program in Public Administration is structured to provide advanced knowledge and competencies essential for leadership roles in public institutions. The program includes:

Core Subjects (80 ECTS):

○ Courses like "Public Policy Analysis," "Administrative Management," and "Comparative Analyses of State Models" provide theoretical and practical insights into public governance and policy-making.
○ Specialized subjects such as "Geopolitics of Information Security," "Public Finance," and "Modern Strategies for Sustainable Development" address contemporary public sector challenges.

Elective Subjects (10 ECTS): Students can select from electives such as "Social Politics," "Modern Methods of Governance in Local Governments," and "Electoral System and Legislation," which offer additional flexibility to tailor their education to specific interests.

Research Component (30 ECTS): A significant part of the program is dedicated to research, culminating in the defense of a Master's thesis, which integrates theoretical and practical aspects of public administration.

Description and Analysis - Programme 7 (Phd in Public Administration in English)

The English-language PhD program in Public Administration provides an advanced curriculum designed to develop high-level research and analytical competencies in public administration. The program includes:

Core Study Component (35 ECTS):

Compulsory Courses (30 ECTS): These courses provide foundational and advanced knowledge in public administration theory and practice. Key subjects include "Public Policy Analysis," "Advanced Research Methods," and "Modern Governance Theories."

Elective Courses (5 ECTS): Options such as "Comparative Public Administration" and "Innovative Public Sector Strategies" allow students to explore specialized areas aligned with their research interests ponent:

The program places significant emphasis on the research component, accounting for the majority of the doctoral work. Students must complete stages such as colloquiums, proposal defenses, and thesis development, culminating in the public defense of the doctoral dissertation. This component ensures that students gain expertise in conducting independent, high-quality research .

Evidences/Indicators
· Information provided during the meetings with Students, Graduates, Employers, Academic and Invited Staff, Doctoral Students;
· Bachelor's, Master's and Doctoral Education Programs and Appendices (Appendix 1 - Program Learning Outcome and Appendix 2 - Map of Program Objectives and Learning Outcomes);
· Programs of training courses (syllabi).

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

Programme 6 (MA in Public Administration in Russian)

Recommendation(s):

Suggestion(s):

• Expand Digital Governance Content: Include additional courses or modules on digital transformation, big data analytics, and AI applications in governance to align the curriculum with contemporary challenges. Update Study Materials: Regularly review and update course materials to incorporate the latest research, case studies, and technological advancements in public administration.

Programme 7 (Phd in Public Administration in English)

Recommendation(s):

Suggestion(s):

• Expand Elective Offerings: Introduce electives in contemporary and interdisciplinary areas like "Digital Transformation in Governance" and "AI in Public Administration." Enhance Practical Training: Include consultancy projects, or collaborative research with public sector institutions. Update course content to include more case studies and examples from diverse geopolitical contexts.

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 (management of engineering BA)	X	☐	☐	☐
Programme 2 (innovative and operational management Phd)	X	☐	☐	☐
Programme 3 (Entrepreneurial management MA)	X	☐	☐	☐
Programme 4 (banking and finance technology BA)	X	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	X	☐	☐	☐
Programme 6 (public administration Russian MA)	X	☐	☐	☐
Programme 7 (public administration English Phd)	X	☐	☐	☐

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 (Management of Engineering, Bachelor's program)	☐	X	☐	☐

Programme 2 (Innovative and Operational Management, Doctoral program)	☐	X	☐	☐
Programme 3 (Enterprise Management, Master's program)	☐	X	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	☐	X	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	☐	X	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	☐	X	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	☐	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 admission requirements for various programs are designed to ensure transparency, fairness, and alignment with legislative standards, enabling suitable candidates to join based on the program's level and goals. For example, the Bachelor's program mandates a general education certificate, while Master's and Doctoral programs specify the necessity of relevant prior academic degrees (bachelor's for master's, and master's for Ph.D.), as well as English proficiency at a B2 level, with evidence provided through tests or recognized certificates. Doctoral candidates must also submit research proposals and attend interviews that assess their research potential and past academic achievements.

Description and Analysis – Programme 5 (Financial Accounting and Auditing EMBA (60 credits))

The conditions for admission to the evaluated programme are specified in the programme itself and in the submitted report for cluster accreditation, according to which

"A person with at least a bachelor's degree or an academic degree equivalent to it, who is enrolled based on the results of the master's exams (common master's exam), has the right to study in the master's program. Also, a person with at least a bachelor's degree or equivalent academic degree and at least 5 years of professional experience in the field of management/administration."

The rules and conditions for enrolment in this programme are set by the Technical University of Georgia and can be found at the following link: https://gtu.ge/

Admission to the programme without passing the general master's examinations is possible according to the procedures established by Georgian legislation.

It should be noted that by the order of the Minister of Education, Science, Culture and Sport of Georgia N72/6, the requirements for admission to the 60-credit master's programme were changed and the general master's examination was removed from the requirements. The institution has been informed of this change. Consequently, this change should be reflected in the programme and updated accordingly on the University's website.

However, since admission to the programme is open to applicants with a
• a Bachelor's degree or an equivalent academic degree in any field, who will be enrolled on the basis of the results of the Master's exams (common Master's exam);
• Also a Bachelor's degree or equivalent and at least 5 years' professional experience in management/administration.

We believe that certain knowledge is required as a prerequisite for admission to the programme and recommend that such a prerequisite be at least 5 years of professional experience in accounting or auditing.

Evidences/Indicators

o NQF
o   Program Descriptions and Curriculum
o SER
o Information on Website of the University
o   Information provided during the meetings with Students, Graduates, Employers, Academic and Invited Staff, Doctoral Students.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)
Programme 1 (Management of engineering BA)
 Recommendation(s):
 Suggestion(s):
Programme 2 (Innovative and Operational Management Phd)
 Recommendation(s):
 Suggestion(s):
Programme 3 (Entrepreneurial Management MA)
 Recommendation(s):
 Suggestion(s):
Programme 4 (Banking and Finance Technology BA)
 Recommendation(s):
 Suggestion(s):
Programme 5 (Financial Accounting and Auditing MA)
 Recommendation(s):
• It is recommended that for admission to the program prerequisite should be at least 5 years of professional experience in the field of accounting or auditing.
 Suggestion(s):

- The admission prerequisites should include internal and external mobility procedures. Meeting these conditions would provide prospective students the opportunity to enroll in the program.

Programme 6 (Public Administration Russian MA)

Recommendation(s):
- Russian language program should have Russian language knowledge in the preconditions

Suggestion(s):
- The Language knowledge can be confirmed through the interview.

Programme 7 (Public Administration English Phd)

Recommendation(s):

Suggestion(s):

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 (management of engineering BA)	☒	☐	☐	☐
Programme 2 (innovative and operational management Phd)	☒	☐	☐	☐
Programme 3 (Entrepreneurial management MA)	☒	☐	☐	☐
Programme 4 (banking and finance technology BA)	☒	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	☒	☐	☐
Programme 6 (public administration Russian MA)	☐	☒	☐	☐
Programme 7 public administration English Phd)	☒	☐	☐	☐

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

Based on the information from the self-evaluation report (SER), the enclosed documents, and site-visit/interview results, a cluster of educational programs: BA in Management of Engineering (Ge), PhD in Innovative and Operational Management (Ge), MA in Entrepreneurial Management (Ge), BA in Banking and Finance Technology (Ge), MA in Financial Accounting and Auditing (Ge), MA in Public Administration (RU), and PhD in Public Administration (Eng)" represented by the legal entity under public law - Georgian Technical University covers the components that ensure the academic journey of students' towards practical, scientific/research/creative/performing and transferable skills across BA, MA, and PhD studies. Namely: In each curriculum of a cluster educational program (BA, MA, PhD) except the structure and the content of the program the implied components are Internship (last terms), placements that align with industry standards, major courses/subjects that directly develop

transferable skills, thesis/dissertation or research projects for gaining researcher/research scholar skills, teaching assistantship, publishing works in high-rated journals interdependently or heading by the supervisor or the professor, presenting research reports and/or major achievements at national and international conferences. HEI, departments/faculties, and the Office of International Relations are establishing collaboration with partner organizations. Via the agreements or MOUs, students can participate in exchange programs at the international level (Erasmus +). Students scientific conference, "Student days" and Job Fairs are held annually at HEI. The university has sports and artistic creativity circles, and students have the opportunity to become members of the GTU Boys' Chapel and actors of the GTU Public Theater "Modinakhe" and thus be involved in social activities. The cluster of educational programs ensures the development of practical, creative/performance skills of the students and their engagement in the scientific/research projects. Some students are very active and take participation in all events or activities but some are demotivated as it requires much more effort and involvement and students are not able due to full-time or part-time jobs. During the interviews at sessions, some of the students confirmed that they do not have proper proficiency and competencies in a foreign language (English) which excludes them from participation in international conferences or exchange programs or research projects. It can be concluded that the cluster of educational programs Substantially complies with and meets with requirements of Standard 2. Methodology and Organization of Teaching, Adequacy of Evaluation of Program Mastering, Sub-standard 2.2. The development of practical, scientific/research/creative/performing, and transferable skills.

Evidences/Indicators
○ Self-evaluation report (SER)
○ The curriculum of the programs
○ Interview results
○ GTU website https://gtu.ge

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

• To increase the number of motivated students to be engaged in activities offered by the university (Conferences, exchange, and research programs) and support them to improve foreign language (English) competencies.

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

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)
Programme 1 (name, level)
Recommendation(s):
Suggestion(s):
Programme 2 (name, level)
Recommendation(s):
Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/pe	**Complies with requirements**	**Substantially complies**	**Partially complies**	**Does not comply with requirements**

rforming and transferable Skills		with requirements	with requirements	
Programme 1 (management of engineering BA)	☐	☒	☐	☐
Programme 2 (innovative and operational management Phd)	☐	☒	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	☒	☐	☐
Programme 4 (banking and finance technology BA)	☐	☒	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	☒	☐	☐
Programme 6 (public administration Russian MA)	☐	☒	☐	☐
Programme 7 public administration English Phd)	☐	☒	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by using student-cantered 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

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.

A cluster of educational programs: BA in Management of Engineering (Ge), PhD in Innovative and Operational Management (Ge), MA in Entrepreneurial Management (Ge), BA in Banking and Finance Technology (Ge), MA in Financial Accounting and Auditing (Ge), MA in Public Administration (RU), and PhD in Public Administration (Eng)" represented by the legal entity under public law -Georgian Technical University is implemented by using student-cantered teaching and learning methods aimed at enhancing student engagement, fostering critical thinking, developing problem-solving skills, encouraging independent research, promoting peer collaboration, and facilitating self-directed learning across three educational levels BA, MA, and PhD studies. The teaching and learning methods of BA, MA, and PhD programs are tailored adequately to align with course/subject content and desired learning outcomes. During the accreditation site visit, both affiliate/academic and invited staff confirmed that teaching-learning methods/activities (Lecture, Seminar, Team Working, Laboratory Practice, Course work/project, Independent work, Discussion/debate, Induction, Deduction, Analysis, Synthesis, Verbal, Case Study, Development and presentation of the project) used in their syllabi actively engage students in the learning processes. Specifically for PhD studies professors stated that the HEI and the departments/faculties ensure electronic/distance learning (In case of necessity) methods relevant to the field of study, which do not change the objectives and learning outcomes of the program. Based on the self-evaluation report (SER), supporting documents, and the site visit, it can be concluded that the cluster of educational programs fully meets Standard 2. Methodology and Organization of Teaching, Adequacy of Evaluation of Program Mastering Sub-standard 2.3 Teaching and Learning Methods.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators
- Educational programs grouped in a cluster
- Self-Evaluation Report (SER)
- Syllabus
- Results of the interview

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

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

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)
Programme 1 (name, level)
Recommendation(s):
Suggestion(s):
Programme 2 (name, level)
Recommendation(s):
Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	☒	☐	☐	☐
Programme 2 (innovative and operational management Phd)	☒	☐	☐	☐
Programme 3 (Entrepreneurial management MA)	☒	☐	☐	☐
Programme 4 (banking and finance technology BA)	☒	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	☒	☐	☐	☐
Programme 6 (public administration Russian MA)	☒	☐	☐	☐
Programme 7 public administration English Phd)	☒	☐	☐	☐

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

The evaluation of students in educational programs combined in the cluster is carried out according to established procedures, which are reflected in the "Instructions for the Management of the Educational Process" of the Georgian Technical University. The evaluation procedures comply with the current legislation of Georgia and internal university regulations.

Specific assessment components and methods take into account the specifics of the program component, correspond to the learning outcomes of this component, and are defined by the relevant syllabus or regulatory document.

Students are informed in advance about the evaluation system in force at the university and the regulations in force regarding evaluation, evaluation components and methods, as well as the appropriate evaluation criteria.

The assessment of the student's level of achievement of learning outcomes in each educational component of the program includes an intermediate and final assessment. The intermediate assessment, in turn, includes ongoing activities and a mid-semester exam. The 100-point assessment system is mainly distributed as follows: of which the maximum score for the intermediate assessment is 60, and the maximum score for the final exam is 40. In bachelor's, master's and doctoral studies, the minimum total positive score for the intermediate assessment is 30; in bachelor's studies, the minimum positive score for the final exam is 11, and in master's and doctoral studies - 21.

The components of the intermediate assessment may be: mid-term exam, assessment of ongoing activity, testing with open or closed questions, completion of practical/theoretical homework, thematic project, course work/course project, written and/or oral survey, laboratory activity, seminar activity, participation in discussion, participation in a simulated process, solving a case study, case, etc. A combination of two or more methods may be used in the assessment. A description of the methods, criteria and scales corresponding to the forms of assessment of knowledge of the subjects provided for in the educational program is given in the study course programs (syllabuses). There is usually one midterm exam during the semester.

The system and periodicity of assessment of learning outcomes are adjusted to the specifics of the field, appropriate methods are selected according to the purpose of the training courses and the learning outcomes to be achieved. Therefore, the number of mid-term exams and ongoing assessment methods, their form, content, maximum score, criteria and scales are determined by the author of the syllabus and are described in the syllabus.

The implementation and evaluation of a bachelor's project/thesis is provided in the "Rules for the Implementation of a Bachelor's Research Project/Thesis", the implementation and evaluation of a master's thesis - in the "Rules for the Evaluation of the Scientific-Research Component of the Master's Educational Program", the implementation and evaluation of a doctoral dissertation - in the "Teaching and Research Components of Doctoral Educational Programs and Their Evaluation Rules". The above-mentioned documents provide for the procedure for submitting papers to the anti-plagiarism program.

The university has the option of appealing the results of student evaluations, which are known to students in advance. The procedures for appealing student evaluations are outlined in the "Instructions for Managing the Educational Process" (Article 8).

During the interviews, it became clear that a large number of students are unable to attend lectures and seminars regularly, and that midterm evaluations are given only once at the end of the semester. This is mainly due to the students' work schedules.

Evidences/Indicators

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

- Instructions for the Management of the Educational Process
- Curriculums (syllabuses);
- GTU e-learning portal https://gtu.ge/students/services.php
- GTU Regulation on Master's Degree
- GTU Regulation on Doctoral Studies
- Educational and research components of doctoral studies and their assessment rules
- Rules for the implementation of a bachelor's research project/thesis
- Rules for conducting and assessing student internships at the Georgian Technical University
- interview results

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

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

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)
Programme 1 (name, level)
Recommendation(s):
Suggestion(s):
Programme 2 (name, level)
Recommendation(s):
Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	☒	☐	☐	☐
Programme 2 (innovative and operational management Phd)	☒	☐	☐	☐
Programme 3 (Entrepreneurial management MA)	☒	☐	☐	☐
Programme 4 (banking and finance technology BA)	☒	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	☒	☐	☐	☐
Programme 6 (public administration Russian MA)	☒	☐	☐	☐

Programme 7 public administration English Phd)	☒	☐	☐	☐

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 (Management of Engineering, Bachelor's program)	X	☐	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	X	☐	☐	☐
Programme 3 (Enterprise Management, Master's program)	X	☐	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	X	☐	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	☐	X	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	☐	X	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	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 planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

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

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.

The university has such means of providing information and consulting to students as:

1) Providing consultation to students by both administrative and academic personnel; Individual work of academic personnel with students; Students have the opportunity, by prior arrangement, to meet with lecturers, academic personnel and undergo consultation.

2) The university website, which contains the necessary information about the educational process, programs and activities. Information about vacancies is also provided through social networks.

3) Students receive relevant information regarding employment and career development through the university website, e-mail and social networks.

4) Students have access to a personal web space provided by the electronic learning process management system, which provides the necessary information for planning the educational process and improving academic achievements.

Since the beginning of the 2021-2022 academic year, the university has fully transitioned to a new electronic platform (https://gtu.ge/EServices/). Through this platform, students and professors have access to various services without coming to the university. Students have the opportunity to electronically check their academic performance, study schedules, receive information about financial debt, obtain various types of reports, and also provide feedback to the faculty and university administration on a weekly basis. Since the new academic year, the student information portal (https://gtu.ge/EServices/) has been operating with an updated design and functions, which is a guide for students and contains in detail all the information that is necessary and interesting for students. Students are served by the Georgian Technical University's electronic learning platform, elearning.gtu.ge, where GTU academic courses are located by faculty.

Students have the opportunity to participate in events organized by the university (for example, employment forums), conferences (including international ones), and other events. For example, in 2023, at the initiative and organization of the Career Development Department of the Department of Educational Process Management of the Georgian Technical University, the "Employment Forum 2023" was held, in which 60 state and private sector organizations operating in Georgia participated with 445 vacancies. Intra-university student days are organized annually. An open international scientific conference is organized annually by the Department of Social Issues, Sports and Culture; the department promotes the development of existing student clubs in arts and sports and the formation of new clubs, and admission to sports groups and cultural ensembles is announced every semester. Sports, choreographic, theatrical, and musical groups operate at the University. The University organizes summer and winter schools.

It is welcome that, in order to increase the quantitative growth of international student mobility and represent and protect the interests of foreign-speaking students, starting in 2025, at the initiative of the Department of Student Services, Culture and Sports, it is planned to elect representatives of foreign-speaking students in each faculty, who will serve as advisors to the department for 1 year in the direction of relations with foreign-speaking students, which will further promote their active involvement in university life.

Georgian Technical University has mechanisms to support socially vulnerable students, including financial support.

The university's efforts to establish partnerships with various organizations, open representative offices of these organizations at the university, and promote the employment of students in these organizations are welcome.

Several students participated in international projects and programs, although it should be noted that the scale and quality in this direction can be improved, especially for programs combined in a cluster, internationalization is important. Unfortunately, the number of students who benefit from international exchange programs is small. At the same time, it was revealed that the university is largely unable to support them financially. This especially applies to doctoral students. It is necessary for the university to take more effective steps in the direction of internationalization and financial support and encouragement of students' scientific and research activities.

During the interviews, it was revealed that a special problem and challenge for students is the issue of teaching and learning a foreign language, primarily English. It is obvious that some students prefer to study with a tutor. It is desirable that the university improves the process of

learning a foreign language, which will contribute to the employment of students and the internationalization of their activities.

During the interviews, it became clear that students need more practical activities. It is desirable that the university make the practical part of teaching and activities more diverse. For example, it is desirable that the university organize more internships, master classes, public lectures, meetings with specialists in the field, etc. for students.

During the interviews, it became clear that student involvement in the development of the programs combined in the cluster was not satisfactory. There were no detailed and thorough surveys and detailed experiences of the programs with the students. Most of them did not know what was new in the programs.

Evidences/Indicators

- University website: gtu.ge
- Electronic portals: https://gtu.ge/EServices/
- Self-Assessment Report
- Interview Results
- Memorandums of Cooperation

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

- It is essential that the university and its staff improve communication and engagement with students, especially in the process of developing new programs, and receive more recommendations and advice from them.
- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

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

- During the interviews, it became clear that students need more practical activities. It is desirable that the university make the practical part of teaching and activities more diverse. For example, it is desirable that the university organize more internships, master classes, public lectures, meetings with specialists in the field, etc. for students.
- It is necessary to increase student involvement in international projects and exchange programs.

Recommendations and suggestions according to the programmes:

Programme 2 (Innovative and Operational Management PhD)
Recommendation(s):
- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.
Suggestion(s):
Programme 3: Enterprise Management, MA (Georgian language)
Recommendation(s):

- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Suggestion(s):

Programme 5: Financial accounting and auditing, MA (60 credits) (Georgian language) (New programme)

Recommendation(s):

- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Suggestion(s):

Programme 6: Public Administration, MA (Russian language)

Recommendation(s):

- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Suggestion(s):

Programme 7: Public Administration, PHD (English language) (New programme)

Recommendation(s):

- It is essential that the university offers more support to master's and doctoral students in their research activities in the future. It should offer effective opportunities for internationalization of research and financial support.

Suggestion(s):

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 (management of engineering BA)	☐	X	☐	☐
Programme 2 (innovative and operational management Phd)	☐	X	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	X	☐	☐
Programme 4 (banking and finance technology BA)	☐	X	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	X	☐	☐
Programme 6 (public administration Russian MA)	☐	X	☐	☐
Programme 7 public administration English Phd)	☐	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, the ratio of students and supervisors enables them 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

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.

The rules for the supervision of master's and doctoral students are defined in such documents of the Technical University of Georgia as: "Regulations on Master's Studies of the Georgian Technical University" and "Regulations on Doctoral Studies of the Georgian Technical University".

The supervisor of a master's student may be a professor, associate professor, assistant professor, invited staff/teacher (person with a doctorate degree), emeritus, a chief or senior scientific employee with a doctorate degree of a scientific institute/center integrated with the university of the relevant academic department of the Georgian Technical University. The supervisor of a master's student may be an employee with a doctorate degree of another institution, if an agreement/memorandum has been signed between the Georgian Technical University and this institution.

The scientific supervisor of a doctoral student may be a professor or associate professor (including invited professors), emeritus, as well as a chief or senior scientist of an independent scientific research unit (institute, center) of the university, who has experience in scientific research in the direction of the doctoral student's research topic and provides: regular consultations with doctoral students on methodological, structural, conceptual and other issues of research, as well as research design, research methods, professional development, the process of writing a thesis/scientific research paper/dissertation, the process of integrating into the local and international scientific network, the process of participating in local and international scientific events and presenting results, the publication of scientific articles in a peer-reviewed journal, and other relevant areas.

The co-supervisor of a doctoral student may be: a university professor, an associate professor, a chief or senior scientist of an independent scientific research unit of the university, as well as a person with relevant scientific research experience and a doctoral degree, on the basis of a relevant institutional agreement signed with the university. The co-supervisor supports the doctoral student in the process of implementing the scientific research component based on mutual agreement between the supervisor and the doctoral student.

The number and qualifications of academic staff of the programs represented in the cluster allow for the students of the master's and doctoral levels to have high-quality supervisors.

During the review of master's and doctoral theses, several examples of violations of academic writing norms were identified. It is necessary for supervisors to work more intensively with students, to give advice and recommendations in this direction.

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme 2 (Innovative an Operational Management, Doctoral Program)

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 2 (Innovative and Operational Management, Doctoral Program)**	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	10
Number of master's students	
//Number of doctoral students	9
Ratio – supervisors of master's theses/master's students	
Ratio – supervisors of doctoral theses/doctoral students	1, 11

Description and Analysis – Programme 3 (Enterprise Management, Master's Program)

Data related to the supervision of master's/doctoral students **Programme 3 (Enterprise Management, Master's Program)**	
Number of master's/doctoral theses supervisors	10
//Number of doctoral thesis supervisors	
Number of master's students	15
//Number of doctoral students	
Ratio – supervisors of master's theses/master's students	0,87
Ratio – supervisors of doctoral theses/doctoral students	

Description and Analysis – Programme 3 (Enterprise Management, Master's Program)

Data related to the supervision of master's/doctoral students **Programme 5 (Financial Accounting and Auditing, Executive Master's Program)**	
Number of master's/doctoral theses supervisors	5

//Number of doctoral thesis supervisors	
Number of master's students	0
//Number of doctoral students	
Ratio – supervisors of master's theses/master's students	–
Ratio – supervisors of doctoral theses/doctoral students	

Description and Analysis – Programme 6 (Public Administration, Master's Program)

Data related to the supervision of master's/doctoral students Programme 6 (Public Administration, Master's Program)	
Number of master's/doctoral theses supervisors	9
//Number of doctoral thesis supervisors	
Number of master's students	12
//Number of doctoral students	
Ratio – supervisors of master's theses/master's students	0,75
Ratio – supervisors of doctoral theses/doctoral students	

Description and Analysis – Programme 7 (Public Administration, Doctoral Program)

Data related to the supervision of master's/doctoral students Programme 7 (Public Administration, Doctoral Program)	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	6
Number of master's students	
//Number of doctoral students	0
Ratio – supervisors of master's theses/master's students	

Ratio – supervisors of doctoral theses/doctoral students	–

Evidences/Indicators
- Documents confirming the qualifications of supervisors of master's and doctoral students
- "Regulations of the Georgian Technical University on Master's Degree"
- "Regulations of the Georgian Technical University on Doctoral Studies"
- interview results

General recommendations of the cluster: Nil

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

- During the review of the theses, several examples of violations of academic writing norms were identified. It is necessary for supervisors to work more intensively with students, to give advice and recommendations in this direction.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Nil

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	X	☐	☐	☐
Programme 2 (innovative and operational management Phd)	X	☐	☐	☐
Programme 3 (Entrepreneurial management MA)	X	☐	☐	☐
Programme 4 (banking and finance technology BA)	X	☐	☐	☐
Programme 5 (financial accounting and auditing MA)	X	☐	☐	☐
Programme 6 (public administration Russian MA)	X	☐	☐	☐
Programme 7 public administration English Phd)	X	☐	☐	☐

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 (Management of Engineering, Bachelor's program)	X	☐	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	X	☐	☐	☐
Programme 3 (Enterprise Management, Master's program)	X	☐	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	X	☐	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	X	☐	☐	☐

Programme 6 (Public administration, Russian Language Master's program)	X	☐	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	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 academic staff of the programmes within the cluster holds remarkable qualifications and competencies that enable them to effectively fulfil their roles. These include significant scholarly achievements, such as publications, participation in academic events and research projects, and international visibility. The expertise and credentials of the invited staff are excellent, and they also demonstrate accomplishments that align with their roles and responsibilities.

Despite the fact that some program directors do not have a doctorate in the field of the program they lead, they have numerous publications on the topic and authentic, extensive experience.

The number of teaching staff, as well as the ratio of academic to invited staff and the ratio of teaching staff to students, is appropriate and sufficient to carry out the courses and academic activities outlined in the programmes' planning, thereby ensuring their sustainability. The workload of the teaching staff is well-defined and suitable for achieving the expected outcomes. It also allows for adequate time for student consultation.

Interviews conducted on-site confirm that the academic and invited staff of the Georgian Technical University, despite a number of challenges, consider themselves a part of the university. They are highly motivated and are eager to participate in various training sessions, workshops, and other developmental activities that signal further academic growth

During interviews, it was found that the university periodically evaluates both the teaching and scientific activities of the academic and visited staff.

The program head, along with the faculty and the University's quality assurance service, coordinates program evaluation and development. They actively evaluate program

implementation using internal mechanisms and prepare a self-evaluation report for faculty council review, leading to program changes.

The presented documents demonstrate that Some of the academic and invited staff members cover 4 or 5 or 6 courses, in some cases the scope of courses is different and it is challenging how the same lecturer/professor can lead courses that even indirectly are not connected.

Additionally, the presented documentation reveals that several academic and invited staff members, as well as the program director, do not hold a doctoral academic degree in their respective fields (such as Chemistry, History, or Animal Science). However, their extensive (over 10 years) experience in both academic and public or field-related work allows us to consider them authentic in terms of overseeing teaching syllabi or program management.

For the sustainability of the accredited programs, it is essential, on the one hand, to maintain motivated academic and invited staff through various mechanisms, and on the other hand, to mobilize new human resources according to the specialties, depending on which program they will be involved in.

Description and Analysis – Programme 1 (**Management of engineering BA**)

The individuals responsible for implementing the program are involved in the program in accordance with the legislation and the internal regulations of the Georgian Technical University (GTU). At the Georgian Technical University, academic staff is selected through an open competition, in full compliance with the 'Law on Higher Education of Georgia' and the regulations of the Georgian Technical University. GTU clearly defines the qualification requirements for academic/scientific/invited/administrative/support staff positions, taking into account job descriptions, functions, and applicable legislation.

In addition to teaching, academic and invited staff are involved in student consultations, program development processes, and various events planned within the program. Academic staff have signed affiliation agreements with GTU. The rules and conditions for the affiliation of academic staff at GTU, as well as the rights and obligations of both academic staff and the university regarding affiliation, are regulated by the 'Rules for the Affiliation of Academic Staff at the Georgian Technical University.

The program is implemented by: 18 professors (including 17 affiliated and 1 invited professor), 10 associate professors (including 9 affiliated and 1 invited associate professor), 4 assistant professors, and 2 invited senior lecturers. All of them possess the relevant scientific and academic competence, as evidenced by the quality and thematic focus of their scientific work, published in both Georgian and international journals.

The number and workload of the academic staff implementing the program ensures the delivery and sustainability of the educational process defined by the program, as they are affiliated with the Georgian Technical University and have the majority of their workload at this university. The staff size is adequate in relation to the number of students.

For the sustainability of the mentioned program, it is crucial for the university to ensure the recruitment of more new staff in the field of Engineering Management.

Programme 1 (Management of engineering BA)[1]				
Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff

academic, scientific, and invited staff)				
Total number of academic staff	32	32	25	30
– Professor	18	18	3	17
– Associate Professor	10	10	7	9
– Assistant-Professor	4	4	3	4
– Assistant	–	–	–	–
Invited Staff	2	2	2	__
Scientific Staff	32	32		__

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

Description and Analysis – Programme 2 (**Innovative and Operational Management Phd**)

The academic staff is selected through an open competition, in full compliance with the 'Law on Higher Education of Georgia' and the regulations of the Georgian Technical University. GTU clearly defines the qualification requirements for academic/scientific/invited/administrative /support staff positions, taking into account job descriptions, functions, and applicable legislation.

Labor and affiliation agreements have been signed with the personnel implementing the program. The scope of work to be performed by the employee, as well as their rights and obligations, are defined by these agreements, the employer's regulations, internal rules, the code of ethics, and disciplinary responsibility norms, in accordance with the academic staff affiliation rules and conditions at GTU, as well as the teaching process.

The number and workload of the academic staff implementing the program ensures the proper delivery of the educational process defined by the program, as well as the effective execution of scientific-research activities and other responsibilities assigned to them. The program is carried out by individuals with the appropriate qualifications, including 13 professors (among them 7 professors, 4 associate professors, 2 assistant professor and 1 invited leqturer). All of them possess the relevant scientific and academic competence, as evidenced by their scientific publications over the last 10 years, published in both Georgian and international journals, as well as the thematic focus of the educational programs.

For the sustainability of the mentioned program, it is crucial for the university to ensure the recruitment of more new staff in the field of innovation, in order to provide young researchers with continuous educational opportunities.

Programme 2 (Innovative and Operational Management Phd)[1]				
Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in	Among them, the affiliated academic staff

academic, scientific, and invited staff)			the sectoral direction[3]	
Total number of academic staff	13	13	7	11
– Professor	7	7	4	6
– Associate Professor	4	4	2	5
– Assistant–Professor	2	2	2	–
– Assistant	–	–	–	–
Invited Staff	1	1	1	–
Scientific Staff	–	–	–	–

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

Description and Analysis – Programme 3 (Entrepreneurial **Management MA**)

The program is implemented by 13 teachers with the appropriate qualifications, including 7 professors, 4 associate professors, and 2 assistant professors, who possess the necessary competence to achieve the learning outcomes defined by the program, as confirmed by their scientific and practical activities.

The number and workload of the academic/scientific and invited staff implementing the program ensure the delivery of the educational process defined by the program, as they are affiliated with the Georgian Technical University and have the majority of their workload at this university

Programme 3 (Entrepreneurial Management MA)[1]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	13	13	8	13
– Professor	7	7	2	7
– Associate Professor	4	4	2	4
– Assistant–Professor	2	2	1	2
– Assistant	–	–	–	–
Invited Staff	1	1	1	–
Scientific Staff	–	–	–	–

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

Description and Analysis – Programme 4 (**Banking and Finance Technology BA**)

The program is implemented by 31 qualified individuals: 10 affiliated professors, 10 affiliated associate professors, 4 affiliated assistant professors, and 7 invited staff. All of them possess the necessary competence to achieve the learning outcomes defined by the program.

Both the program director and the academic or invited staff implementing the program have a doctorate in a related field, as well as numerous publications in peer-reviewed journals on finance.

Programme 4 (Banking and Finance Technology BA)[1]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	31	31	17	31
– Professor	10	10	2	10
– Associate Professor	10	10	2	10
– Assistant-Professor	4	4	1	4
– Assistant	–	–	–	–
Invited Staff	7	7	2	–
Scientific Staff	7	7	–	–

Description and Analysis – Programme 5 (Financial Accounting and Auditing MA)

The program is implemented by 8 qualified individuals: 4 affiliated professors and 4 affiliated associate professors. All of them possess the necessary competence to achieve the learning outcomes defined by the program.

His attitude during the on-site interview is also noteworthy, particularly in terms of exchanging necessary information and advice to improve the program.

Programme 5 (Financial Accounting and Auditing MA)[1]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	8	8	6	8
– Professor	4	4	4	4
– Associate Professor	4	4	3	4
– Assistant-Professor	–	–	–	–
– Assistant	–	–	–	–
Invited Staff	1	1	1	–
Scientific Staff	–	–	–	–

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

Description and Analysis - Programme 6 (Public Administration Russian MA)

The program is implemented by 9 qualified individuals: 6 affiliated professors and 3 affiliated associate professors. All of them possess the necessary competence to achieve the learning outcomes defined by the program.

The program director has the knowledge and experience necessary for the development and implementation of the program. In 2015, under his direct leadership and participation, a Russian-language master's program was developed. He is involved in the development, implementation, and ongoing improvement of the program.

Despite being a Doctor of History, he possesses the relevant competence to be the director of this program. He is also the deputy editor-in-chief of the scientific journal *'Government and*

Society (History, Theory, Practice)', a member of the editorial board of several international scientific publications, a member of the dissertation council of the Faculty of Business Technologies, and the author of 66 scientific papers.

Programme 6 (Public Administration Russian MA)[1]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	9	9	7	9
– Professor	6	6	5	6
– Associate Professor	3	3	3	3
– Assistant-Professor	–	–	–	–
– Assistant	–	–	–	–
Invited Staff	1	1	–	–
Scientific Staff	10	10	–	9

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

Description and Analysis – Programme 7 (Public Administration English Phd)

The program is implemented by 6 qualified individuals: 5 affiliated professors and 1 affiliated associate professor. All of them possess the necessary competence to achieve the learning outcomes defined by the program.

The program has 3 directors, one of whom is a foreign director, whose competence is confirmed and recognized by the EQE.

Programme 7 (Public Administration English Phd)[1]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	6	6	5	6

– Professor	5	5	4	5
– Associate Professor	1	1	1	1
– Assistant-Professor	–	–	–	–
– Assistant	–	–	–	–
Invited Staff	2	2	2	–
Scientific Staff	6	6		–

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

Evidences/Indicators

- Job descriptions for administrative and support staff
- Workload of academic/invited staff involved in the program
- Cluster self-assessment document
- Results of on-site interviews
- Educational programs

General recommendations of the cluster:

- **It is recommended to focus on improving the conditions for invited staff to support their scientific development.** The staff (both invited and academic) have expressed concerns regarding labour conditions, particularly with respect to salaries and access to incentives and funding for academic activities. Although this is a widespread issue globally, and no immediate solutions are available, it is important to focus on improving the conditions for invited staff to support their scientific development.
- **It is recommended that academic and invited staff members submit an annual report detailing their teaching, research, and other scholarly activities.** All of this, along with the research conducted by the Quality Service, will allow us to make the incentivization mechanisms more effective for those professors and lecturers who were most active in a given academic year, published articles in peer-reviewed journals, received the highest ratings from students, and so on.

General suggestions of the cluster: NONE

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual p

Programme 1 (Management of engineering BA)

Recommendation(s):

- It is recommended to review the leadership of **4, 5, or more different academic disciplines by a single individual** (academic and invited staff).

Suggestion(s):

- It is suggested to diversify the program by **recruiting new staff** in the field of Engineering Management, for the sake of enhancing the program's sustainability.

Programme 2 (Innovative and Operational Management Phd)

Recommendation(s): NONE

Suggestion(s):

- It is suggested that the university ensure the recruitment of **more new staff in the field of Innovation Management**, for the sake of enhancing the program's sustainability.

Programme 3 (Entrepreneurial **Management MA)**

Recommendation(s): NONE

Suggestion(s): NONE

Programme 4 (Banking and Finance Technology BA)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 5 (Financial Accouting and Auditing MA)

Recommendation(NONE **s):** NONE

Suggestion(s):

Programme 6 (Public Administration Russian MA)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 7 (Public Administration English Phd)

Recommendation(s): NONE

Suggestion(s): NONE

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	☐	x	☐	☐
Programme 2 (innovative and operational management Phd)	☐	x	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	x	☐	☐
Programme 4 (banking and finance technology BA)	☐	x	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	x	☐	☐
Programme 6 (public administration Russian MA)	☐	x	☐	☐
Programme 7 public administration English Phd)	☐	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

The academic staff of the four programmes in the cluster had remarkable qualifications and competencies to comply with the role, including valuable scholarly achievements such as publications, participation in academic events and research projects, and international visibility. The level and merits of the invited staff are very good, and they also possess accomplishment aligned with their role and responsibilities. The profile of the programme coordinators is excellent and includes sufficient skills and experience in academic and management issues.

The selection procedure is appropriately established according to current external and regulations and comprises mechanisms of academic competition to ensure high standards.

The evaluation process can be further enhanced if academic staff along with the annual report of performance at the same time submit a personal development plan that includes planned activities.

Each master's and doctoral student has a supervisor with the relevant scientific and research experience in the area of their research topic.

The supervisor of a doctoral student can be a professor or associate professor (including invited), an emeritus professor, or the head or senior researcher of an independent scientific research unit of the university (such as an institute or center), who has experience in scientific research in the area of the doctoral student's research topic and ensures:

a) Coordination of the doctoral student's educational and scientific-research components;

b) Regular consultations with the doctoral student on methodological, structural, conceptual, and other aspects of the research, as well as on research design, research methods, professional development, the process of writing the thesis/scientific research paper/dissertation, integration into local and international scientific networks, participation in local and international scientific events, presenting research results, publishing scientific articles in peer-reviewed journals, and other relevant areas.

In order to facilitate the selection of supervisors and research topics for newly enrolled master's students, the head of the department organizes a meeting between the students and potential supervisors. The supervisors present the proposed titles of master's theses and their relevance, as well as their own research areas. The master's students have the right to propose topics that interest them. Based on the meeting, the students make their choice and submit a formal request to the head of the academic department. The students also have the right to select a topic and supervisor from the list posted on the faculty's website.

Description and Analysis – Programme 2 (Innovative and Operational Management. Phd)

The Department of Industrial Innovations and Operations Management has been offering educational programs at all three levels of higher education for many years. Accordingly, the staff involved in these programs works in scientific research and contributes to the development of the field. The doctoral supervisors are highly qualified researchers, as evidenced by their scientific publications, research grants, participation in international conferences and symposiums, as well as their diplomas and certificates.

However, based on the presented documentation, we can conclude that several academic and invited staff members involved in the program have had almost no research activity over the past 3 years, which is, of course, unacceptable both in relation to the standards and, later, to the sustainability of the program and the doctoral candidates. It is essential that the university undertakes significant work on this matter.

It is crucial that the university ensures the academic development of both academic and invited staff involved in the program, especially the staff participating in the doctoral program, who supervise doctoral candidates. Great attention should be paid to their involvement in periodic international publications, symposiums, and training sessions.

Programme 2 (Innovative and Operational Management. Phd)[1]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	8	10
– Professor	5	4	5
– Associate Professor	5	4	5
– Assistant-Professor	–	–	
Invited Staff	–	–	—
Scientific Staff	–	–	—

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

Description and Analysis – Programme 3 (Enterprise Management MA)

The supervisors of the master's program in 'Entrepreneurial Management' are professors and associate professors. They are highly qualified researchers, as evidenced by their published scientific papers, participation in international conferences and symposiums, as well as their diplomas and certificates.

The personal scientific achievements of the supervisors of the master's theses are published on the website https://gtu.ge/ .

Furthermore, based on the presented documentation and on-site interviews, it was found that in some master's theses, the formatting guidelines for the thesis submitted to obtain the master's academic degree were violated, and such theses were assessed with a grade of 'B'. It is essential that significant attention be given to this issue in order to prevent any disregard for the university's official regulations by either the student or the supervisor.

Additionally, the use of social media sites in the master's thesis that are not subject to academic verification is critically unacceptable. Such websites include, for example, Wikipedia and similar platforms.

It would be beneficial for there to be a diversification of academic or invited staff in the mentioned program, for the sake of enhancing the program's sustainability.

Programme 3 (Entrepreneurial Management MA)[1]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	9	6	9
– Professor	5	4	5
– Associate Professor	4	2	4
– Assistant-Professor	–	–	
Invited Staff	–	–	—
Scientific Staff	–	–	—

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

Description and Analysis – Programme 6 (Public Administration Russian MA)

The master's educational program in 'Public Administration' has been implemented since 2014. During this period, several dozen master's theses have been defended with the collaboration of the thesis supervisors within the research component, addressing the latest challenges and issues in the field: 'State Stimulation of Exports in Azerbaijan'; 'The State as a Guarantee for Preventing Domestic Violence'; 'Improvement of Legal Regulation of Social Infrastructure in Azerbaijan's Development'; 'Comparative Analysis of Civil Society Transformation in Lithuania

and Georgia'; 'Conflict Resolution Methods in Public Administration'; 'Modern Means of Influencing Mass Consciousness'; 'E-Government - Supervisor'; 'Difficulties in Establishing Civil Society in Non-Western Civilizations'.

The scientific/research output of the individuals involved in the program (over the last 5 years) amounts to 188 works. These include 25 papers published in local journals, 104 papers published in international journals, 10 presentations at local conferences, and 49 presentations at international conferences. Additionally, they are authors of 7 monographs and 12 textbooks.

Although some of the supervisors of the master's theses do not hold a doctoral academic degree in Public Administration, their competence is confirmed by many years of academic work and authentic professional experience in the field.

It would be beneficial for there to be a diversification of academic or invited staff in the mentioned program, for the sake of enhancing the program's sustainability.

Programme 6 (Public Administration Russian MA)[1]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7	4	7
– Professor	4	3	4
– Associate Professor	3	1	3
– Assistant-Professor	–	–	
Invited Staff	–	–	—
Scientific Staff	–	–	—

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

Description and Analysis - Programme 7 (Public Administration Eng. Phd)

The English-language doctoral program in Public Administration is new. The staff involved in the program has diverse experience both in supervising dissertations and in the relevant research areas of public administration. The Department of Public Administration and E-Business has been implementing educational programs in Public Administration at all three levels for many years, and the staff responsible for these programs has been actively engaged in scientific research and contributes to the development of the field.

The evaluation of doctoral theses for this program is not possible, as the program is new and, accordingly, no doctoral theses have been written. It can only be preliminarily stated that the competencies of the staff involved in this program meet the requirements outlined by the program.

Programme 7 (Public Administration Eng. Phd)[1]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7	6	5
– Professor	4	3	4
– Associate Professor	1	1	1
– Assistant-Professor	–	–	–
Invited Staff	2	2	—
Scientific Staff	–	–	—

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

Evidences/Indicators

○ Provision of the Faculty of Humanities and the structure of the Faculty
○ Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
○ Information about the list of personnel and curricula vitae
○ Ratio staff/students
○ Institutional website
○ Academic and invited staff workload chart and functions and responsibilities of the personnel
○ Doctoral provision of the Faculty
○ The formatting guidelines for the thesis submitted to obtain the master's academic degree.
○ Self-assessment report
○ Interviews with the management staff, the academic and invited staff, the students and the graduates

General recommendations of the cluster: NONE

General suggestions of the cluster: NONE

Recommendations and suggestions according to the programmes:

Programme 2 (Innovative and Operational Management. Phd)

Recommendation(s):

- It is recommended that significant attention be given to the research activities of doctoral supervisors, as the presented documentation confirms that several of them have not published any work over the past 3 years.

Suggestion(s):

- It is suggested that the university spare no effort in supporting the academic development of doctoral supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program

Programme 3 (Entrepreneurial Management MA)

Recommendation(s):

- It is recommended that significant attention be given to the research activities of Program implementation staff, as the presented documentation confirms that several of them have not published any work over the past 3 years.
- It is recommended that significant attention be given to the proper completion of master's theses by supervisors, as the presented documentation and on-site interviews revealed that in some master's theses, the guidelines for the formatting of the thesis submitted for the master's academic degree were violated, and such theses were assessed with a grade of 'B'.
- It is recommended that significant attention be given to the authenticity and volume of the literature used in the master's thesis, as 8 sources are critically insufficient for this type of academic work (a master's thesis defended in 2023, presented by the university).

Suggestion(s):

- It is suggested that the university spare no effort in supporting the academic development of doctoral supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program.

Programme 6 (Public Administration Russian MA)

Recommendation(s):

- It is recommended that the university spare no effort in supporting the academic development of MA supervisors. More international research and the promotion of internationalization should be encouraged for the academic and invited staff involved in this program.

Suggestion(s): NONE

Programme 7 (Public Administration Eng. Phd)

Recommendation(s): NONE

Suggestion(s): NONE

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 2 (Innovative and Operational Management. Phd**)**	☐	x	☐	☐
Programme 3 (Entrepreneurial Management MA**)**	☐	x	☐	☐
Programme 6 (Public Administration Russian MA**)**		x	☐	☐
Programme 7 (Public Administration Eng. Phd**)**	x	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

Based on the presented documentation and the on-site interview, it is determined that the university has an evaluation system for academic, invited, and support staff. In this regard, the university's main goal is the continuous growth and retention of staff motivation.
To achieve this, the following is necessary:

·   Adequate compensation for labor;

·   Financial incentives based on qualifications and the volume of additional work;

·   Promotions and career advancement;

·   Objective evaluation of completed work;

·   Positive emotional support for employees in the workplace;

· Creation of modern material and technical conditions necessary for the smooth conduct of the educational process;

· Conducting team-building activities to promote employee integration;

· Development of social support and incentive programs for staff.

Activities of individuals involved in the programs of the **Faculty of Business Technologies** (over the last 3 years):

· Publications in local journals: **250**

· Publications in international journals: **172**

· Presentations at local conferences: **160**

· Presentations at international conferences: **260**

· Other scientific/research indicators: **186 (projects, grants, workshops, syllabi)**

· Monograph: **35**

· Lecture course: **50**

· Textbook: **11**

· Auxiliary textbook: **12**

Bachelor's Program "Engineering Management" since 2022 (Total – 109)

· Publications in local journals: **38**

· Publications in international journals: **5**

· Presentations at local conferences: **18**

· Presentations at international conferences: **45**

· Other scientific/research indicators: **3**

Doctoral Program "Innovation and Operations Management" since 2022 (Total – 69)

· Publications in local journals: **23**

· Publications in international journals: **19**

· Presentations at local conferences: **3**

· Presentations at international conferences: **21**

· Other scientific/research indicators: **3**

Activity indicators of the implementers of the Master's program **"Entrepreneurial Management"** (2020-2024).

· Publications in local journals: **44**

- Publications in international journals: **14**

- Presentations at local conferences: **14**

- Presentations at international conferences: **27**

- Other scientific/research indicators: **35**

The university is focused on actively involving employees in the development of the university's strategy and action plans.

It evaluates employees' achievements and provides positive feedback. In order to enhance qualifications, it supports and ensures the implementation of staff retraining/training/educational programs.

It offers employees health insurance and sports/recreational corporate events.

Staff regularly receives information about relevant events planned at the university. Additionally, staff frequently receives information about local and international grant competitions/exchange programs and participates in them based on their interests and objectives.

Through an internal survey conducted by the university's Quality Service, the directions that have been identified as priorities for university development by the administrative and support staff are primarily: infrastructure development, development and modernization of the material-technical base, maintaining/strengthening financial sustainability, and attracting/retaining young staff and researchers; improving labor compensation conditions, and others.

The university's internal research revealed a high level of corporate identity among the staff, which is strongly associated with high levels of loyalty to the university and institutional trust. The staff's clearly positive attitude towards the university's role as a public actor equipped with social values and responsibilities indicates a high awareness of the university's third mission and social responsibility.

The university's openness and equal treatment ratings are also high (93.5%) with regard to groups of diverse gender, racial, ethnic, religious, or cultural backgrounds. 83.7% of the respondents agree that the university provides benefits for socially vulnerable groups and ensures equal access to participation in the learning and research process.

It is important for the university to implement various measures for both academic and invited staff in order to, on one hand, prevent the loss of the enthusiasm that the people working at this university have for it, and on the other hand, to give them the sense that the staff represents a key link that constantly needs improvement in effectiveness, appreciation, and motivation. The latter can be achieved through: diversifying opportunities for qualification improvement, providing salary supplements, which will be made possible collectively, based on faculty self-assessment and internal quality reviews.

To retain highly qualified staff and enhance their motivation, it is essential that:

- The work schedule is fully acceptable;
- Additional working hours are adequate;
- Internal communication is appropriate and constructive;
- Compensation is aligned with positions and competitive within the market;

- Decisions are made not in a centralized manner, but with active involvement of the middle management.

These assessments reflect the effectiveness of the activities carried out by the university in terms of its social responsibility.

It is recommended that the university's Quality Service develop a "self-assessment report" form for academic and invited staff involved in the programs, which will be mandatory to fill out at the beginning of each semester. This document will include planned activities such as articles, symposiums, textbooks, and so on, which each staff member will complete individually. This action will allow the university to assess each lecturer based on their completed work and focus on ways to incentivize 'outstanding' staff, whether through being named "Lecturer of the Year" or receiving a financial bonus at the end of the year. This mechanism will enable the university to first attract new staff, and then show appreciation for those who have served the development of education for many years

The use of the support services offered by the university will significantly improve the effectiveness of its operations and the quality of work

Evidences/Indicators

- Activity indicators of the implementers of the Master's program "Entrepreneurial Management" (2020-2024).
- Annual scientific reports of the Faculties
- Curricula vitae of the teaching staff
- Institutional website
- Results of the survey of staff performance and satisfaction
- Information about activities oriented to the development of academic, scientific, and invited staff
- Documents concerning international cooperation
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.
- Decision #01-05-04/245 of the Academic Council of the Georgian Technical University dated September 23, 2019, on the approval of the "Rules for Professional Development of GTU Staff https://gtu.ge/pdf/dadgenilebebi/dadgenilebebi_2019_245.pdf
- Activities of individuals involved in the programs of the Faculty of Business Technologies
- Evaluation system and results for the administrative and support staff of the Faculty of Transportation Systems and Mechanical Engineering:
- GTU Administrative and Support Staff Satisfaction Survey 2023-2024

General recommendations of the cluster:

- It is recommended that effective mechanisms be developed for attracting and retaining students, young professionals, and researchers in order to make the presented programs more sustainable and aligned with contemporary demands.
- It is recommended to strengthen the support of internationalisation activities related to research, publication, and participation in academic events of the teaching staff

General suggestions of the cluster:

- It is suggested that the university ensure the academic development of both academic and support staff, sparing neither financial nor material-technical resources for this purpose

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

Programme 1 (name, level)
Recommendation(s):
Suggestion(s):
Programme 2 (name, level)
Recommendation(s):
Suggestion(s):
....

Evaluation

Please, evaluate the compliance of the programmes with 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 (management of engineering BA)	☐	x	☐	☐
Programme 2 (innovative and opetarional management Phd)	☐	x	☐	☐
Programme 3 (Entrepreneurial management MA)	☐	x	☐	☐
Programme 4 (banking and finance technology BA)	☐	x	☐	☐
Programme 5 (financial accounting and auditing MA)	☐	x	☐	☐
Programme 6 (public administration Russian MA)	☐	x	☐	☐
Programme 7 public administration Englisgh Phd)	☐	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

The infrastructure and technical equipment of the faculties adequately support the achievement of the educational program's objectives and learning outcomes. The central library of GTU houses the mandatory literature defined by the syllabi, as well as the latest scientific periodicals.

The rules for using the library are prominently displayed in the library and on the library's website.

The GTU Central Library's collection, both in print and electronic formats, is diverse, regularly updated to reflect developments in the field, and ensures the achievement of the learning outcomes of all educational programs offered by the university, as well as the implementation of research and scientific activities. The core literature specified in the syllabi is available at the university library. The books in the library are catalogued according to library standards.

An electronic catalogue of the library and an electronic search system for literature are available on the university's website for all users. In addition, students and staff have access to products offered by Elsevier, such as scientific databases: ScienceDirect and Scopus, Cambridge University Press, Royal Society Publishing – journals, Bioone, IMF eLibrary, SAGE Journals, Edward Elgar Publishing, Duke University Press, Massachusetts Medical Society, Polpred.com Mass Media Review.

Modern and high-level educational and research laboratories and centers operate at the faculties. The leading departments, with the support of the faculty leadership and the university rectorate, are engaged in significant activities in the areas of scientific research and the development of practical skills for students.

Public lectures, 'round table' discussions, and scientific debates on current issues in the field are held regularly.

Description and Analysis – Programme 1 (management of engineering BA)

Based on the on-site visit, it is determined that the educational program has access to modern infrastructure and technical equipment. Educational inventory, the central library of GTU, computer classrooms connected to the internet network, uninterrupted power supply, heating systems, first aid services, and other material resources are available to students and staff. Students are informed about the availability and usage rules of these resources, which significantly contributes to achieving the planned learning outcomes.

The material resources are accessible to both students and staff. Specifically, the following general university, natural sciences, and engineering course laboratories are used in this program:

1. General Physics Department's Educational/Scientific Laboratory;
2. General Chemistry Department's Educational/Scientific Laboratory;
3. Environmental Protection Laboratory;
4. Renewable Energy Sources Laboratory;
5. General Electrical Engineering and Electronics Laboratory;
6. Computer Programs: Microsoft Project, Microsoft Excel, POM QM for Windows, Excel QM, Expert Choice, SAP Business One, "Oris-Buchalteria", Arena Simulation Software, network simulation programs NetEmul and Cisco Packet Tracer, LabVIEW;
7. Educational-Research Stand MPS® EduKit PA, National Instruments microactuator automatic control system study stand, solar photovoltaic panel, table lamp, solar generator, illumination meter.

Description and Analysis - Programme 2 (innovative and opetarional management Phd)

For the students of the program, research components are fully accessible through both the Faculty of Energy and GTU's unique laboratory facilities, the GTU library, as well as the research activities being supported by partner organizations and the administration of GTU.

Description and Analysis - Programme 3 (Entrepreneurial management MA)

The educational program is equipped with the minimum necessary infrastructure and material-technical resources required to achieve the learning outcomes specified by the program.

Additionally, the program is supported by two computer centers, four computer labs with the appropriate software, and both the central and faculty libraries, which are well-stocked with the latest publications and electronic resources. Access to international electronic library databases is also provided. The core literature indicated in the syllabi is available in both the university and faculty libraries.

Description and Analysis - Programme 4 (banking and finance technology BA)

The faculty's infrastructure and technical equipment quantitatively and qualitatively ensure the achievement of the educational program's objectives and learning outcomes. The program is supported by:

Computer Centers and Laboratories:

- 2 computer centers, fully equipped with the necessary software.
- 4 computer classrooms, equipped with modern technology and software packages essential for the educational process.

Libraries:

- The central library, rich in the latest publications and scientific literature.
- The faculty library, where the main literature specified in the syllabi of the educational program is available.
- The library holds a wide range of electronic resources and expanded electronic databases, including access to international library databases.

Laboratory Facilities:

- Teaching/research laboratories and scientific centers that allow students to actively engage in research activities.
- Specialized laboratories actively support both teaching and research processes.

Access to International Electronic Resources:

- Students and staff have access to international scientific databases, including:
ScienceDirect, Scopus, Cambridge University Press, SAGE Journals, Royal Society Publishing, and others.

Additional Resources:

- Internet access and computer programs that provide students with all necessary resources and technology for learning and research activities.

This infrastructure and resources fully ensure the achievement of the program's objectives and learning outcomes, playing a significant role in both the students' professional preparation and the guarantee of their future success.

Description and Analysis – Programme 5 (financial accounting and auditing MA)

The faculty's infrastructure and technical equipment quantitatively and qualitatively ensure the achievement of the educational program's objectives and learning outcomes. Students and staff have access to international scientific databases, including: ScienceDirect, Scopus, Cambridge University Press, SAGE Journals, Royal Society Publishing, and others.

Additional Resources:

To ensure the continuous learning process, students can also make use of the central library, which is rich in the latest publications and scientific literature.

Additionally, the faculty library provides access to the core literature specified in the syllabi of the educational program.

Description and Analysis – Programme 6 (public administration Russian MA)

The faculty's infrastructure and technical equipment quantitatively and qualitatively ensure the achievement of the educational program's objectives and learning outcomes. The program is supported by:

Computer Centers and Laboratories:

- Local Government Research Laboratory
- Public Administration Problem Research Institute
- computer classrooms, equipped with modern technology and software packages essential for the educational process

Libraries:

- The central library, rich in the latest publications and scientific literature.
- The faculty library, where the main literature specified in the syllabi of the educational program is available.
- The library holds a wide range of electronic resources and expanded electronic databases, including access to international library databases.

Access to International Electronic Resources:

- Students and staff have access to international scientific databases, including: ScienceDirect, Scopus, Cambridge University Press, SAGE Journals, Royal Society Publishing, and others.

Additional Resources:

- Internet access and computer programs that provide students with all necessary resources and technology for learning and research activities.

This infrastructure and resources fully ensure the achievement of the program's objectives and learning outcomes, playing a significant role in both the students' professional preparation and the guarantee of their future success.

Description and Analysis – Programme 7 (public administration Englisgh Phd)

The faculty's infrastructure and technical equipment quantitatively and qualitatively ensure the achievement of the educational program's objectives and learning outcomes. The program is supported by:

Computer Centers and Laboratories:

- Local Government Research Laboratory
- Public Administration Problem Research Institute
- computer classrooms, equipped with modern technology and software packages essential for the educational process

Libraries:

- The central library, rich in the latest publications and scientific literature.
- The faculty library, where the main literature specified in the syllabi of the educational program is available.
- The library holds a wide range of electronic resources and expanded electronic databases, including access to international library databases.

Access to International Electronic Resources:

- Students and staff have access to international scientific databases, including: ScienceDirect, Scopus, Cambridge University Press, SAGE Journals, Royal Society Publishing, and others.

Additional Resources:

- Internet access and computer programs that provide students with all necessary resources and technology for learning and research activities.

This infrastructure and resources fully ensure the achievement of the program's objectives and learning outcomes, playing a significant role in both the students' professional preparation and the guarantee of their future success.

Evidences/Indicators

- Documents concerning material resources
- Institutional website
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.
- Material-technical base visited during the on-site visit
- GTU Central Library **https://gtu.ge/GTU/Structure/library.php**
- Library System "KOHA"
- Scientific Databases

- Course Programmes (Syllabi)
- Documents certifying the ownership of GTU's movable property

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General recommendations of the cluster: NONE

General suggestions of the cluster:

• It is suggested that the quality of the information and communication platforms currently in use be further improved, and that the resources of the library continue to be enriched.
• It is also suggested that the availability of workspaces be continuously improved, especially for undergraduate students.

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

Programme 1 (Management of engineering BA)
Recommendation(s): NONE
Suggestion(s): NONE
Programme 2 (Innovative and Operational Management Phd)
Recommendation(s):
Suggestion(s): NONE
Programme 3 (Entrepreneurial Management MA)
Recommendation(s): NONE
Suggestion(s): NONE
Programme 4 (Banking and Finance Technology BA)
Recommendation(s): NONE
Suggestion(s): NONE
Programme 5 (Financial Accouting and Auditing MA)
Recommendation(NONE s): NONE
Suggestion(s):
Programme 6 (Public Administration Russian MA)
Recommendation(s): NONE
Suggestion(s): NONE
Programme 7 (Public Administration English Phd)
Recommendation(s): NONE
Suggestion(s): NONE

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 (management of engineering BA)	X			

		☐	☐	☐
Programme 2 (innovative and opetarional management Phd)	X			
		☐	☐	☐
Programme 3 (Entrepreneurial management MA)	X			
		☐	☐	☐
Programme 4 (banking and finance technology BA)	X			
		☐	☐	☐
Programme 5 (financial accounting and auditing MA)	X			
		☐	☐	☐
Programme 6 (public administration Russian MA)	X			
		☐	☐	☐
Programme 7 public administration Englisgh Phd)	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 presented documentation reveals that the survey of administrative and support staff identifies a new priority direction for development: the financial sustainability of the university. According to the respondents, 43% consider it a very high priority, while a total of 62.6% rate it as either a very high or high priority.

The alignment of views and priorities between both academic and administrative/support staff is a significant factor, as it reflects the unified vision of the university and shared, mutually agreed perspectives of the staff regarding the university's strategic development directions.

The main source of filling the budget is the funds paid by students for education. Annually, considering the projected expenses and revenues, the faculty independently develops an annual budget, which is then submitted for approval to the representative council of the university.

Description and Analysis – Programme 1 (management of engineering BA)

Financial resources for the program are provided through the budget of the Faculty of Energy, a small part of which comes from the tuition fees paid by the program's students. Therefore, the financial sustainability of the program is ensured by the faculty's overall revenue, not just by its "own" funds. The faculty's budget increases year by year and currently amounts to approximately 2 million GEL.

 The primary sources of budget funding are the amounts paid by the state and directly by students for tuition, along with funds generated from expert services, commissioned training, research grants, and other similar sources.

However, the budget for the program's academic and invited staff development costs, which include expenses for organizing sessions, symposiums, working meetings, and other activities, amounts to only 5,000 GEL, which is very low and limits the possibility of increasing expenses in this regard.

Description and Analysis – Programme 2 (innovative and opetarional management Phd)

The budget for the doctoral program "Innovation and Operations Management" is reflected in the budget of the Faculty of Energy. The support for the program from both the university and the faculty is taken into account, which makes it economically feasible. The allocation of financial resources for the program is provided by the faculty's budget, a small part of which comes from the tuition fees paid by the program's doctoral students. Therefore, the financial sustainability of the program is ensured by the faculty's overall revenue, not just by its "own" funds. The faculty's budget is approximately 2 million GEL. The primary sources of funding for the budget are the amounts paid by the government and directly by students for tuition, supplemented by funds raised through expert services, research grants, and other similar sources.

However, the budget for the program's academic and invited staff development costs, which include expenses for organizing sessions, symposiums, working meetings, and other activities, amounts to only 5,000 GEL, which is very low and limits the possibility of increasing expenses in this regard.

Description and Analysis – Programme 3 (Entrepreneurial management MA)

The budget of the Faculty of Transport Systems and Mechanical Engineering is an integral part of the budget of the Georgian Technical University. The budget includes provisions for supporting educational programs, focusing on the efficient implementation of core activities with financial resources. The budget also includes expenses for the remuneration of the staff responsible for implementing the program and other related activities.

The program's budget allocates 15,000 GEL for organizing sessions, conferences, congresses, seminars, and meetings, while 20,000 GEL is designated for scientific expenses. It is excellent when the faculty cares about the development of academic staff and has sufficient funds allocated in the budget for this purpose.

Description and Analysis – Programme 4 (banking and finance technology BA)

According to the financial status report, the educational program's development fund ensures the implementation of activities required by the accreditation standards.

The program's budget allocates 15,000 GEL for organizing sessions, conferences, congresses, seminars, and meetings, while 20,000 GEL is designated for scientific expenses. It is excellent when the faculty cares about the development of academic staff and has sufficient funds allocated in the budget for this purpose.

Description and Analysis – Programme 5 (financial accounting and auditing MA)

According to the financial status report, the educational program's development fund ensures the implementation of activities required by the accreditation standards.

However, the budget for the program's academic and invited staff development costs, which include expenses for organizing sessions, symposiums, working meetings, and other activities,

amounts to only 5,000 GEL, and scientific expense is – 0! which is very low and limits the possibility of increasing expenses in this regard.

Description and Analysis - Programme 6 (public administration Russian MA)

According to the financial status report, the educational program's development fund ensures the implementation of activities required by the accreditation standards.

However, the budget for the program's academic and invited staff development costs, which include expenses for organizing sessions, symposiums, working meetings, and other activities, amounts to only 5,000 GEL, and scientific expense is – 0! which is very low and limits the possibility of increasing expenses in this regard.

Description and Analysis - Programme 7 (public administration English Phd)

According to the financial status report, the educational program's development fund ensures the implementation of activities required by the accreditation standards.

However, the budget for the program's academic and invited staff development costs, which include expenses for organizing sessions, symposiums, working meetings, and other activities, amounts to only 5,000 GEL, and scientific expense is – 0! which is very low and limits the possibility of increasing expenses in this regard.

Evidences/Indicators

- · Interviews during the Site-Visit
- · Self-evaluation report
- · HEI budget
- · Faculty budgets
- · Financial analysis of programs

General recommendations of the cluster:

• It is recommended to Increase of budget for strengthening scientific/research activity and internationalization

General suggestions of the cluster:

• It is suggested to develop more financial support mechanisms both for the sustainability of the program and for the academic development of academic and invited staff.

• It is suggested that the international relationship department of the university should continue to actively collaborate with academic personnel and students to enhance internationalization efforts. This can be achieved through ongoing engagement in activities such as researching exchange programs, hosting informative campaigns, and organizing regular initiatives of each academic year.

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

Programme 1 (Management of engineering BA)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 2 (Innovative and Operational Management Phd)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 3 (Entrepreneurial **Management MA**)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 4 (Banking and Finance Technology BA)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 5 (Financial Accounting and Auditing MA)

Recommendation(s): NONE

Suggestion(s):

Programme 6 (Public Administration Russian MA)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 7 (Public Administration English Phd)

Recommendation(s): NONE

Suggestion(s): NONE

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 (management of engineering BA)	□	x	□	□
Programme 2 (innovative and opetarional management Phd)	□	x	□	□
Programme 3 (Entrepreneurial management MA)	□	x	□	□
Programme 4 (banking and finance technology BA)	□	x	□	□
Programme 5 (financial accounting and auditing MA)	□	x	□	□
Programme 6 (public administration Russian MA)	□	x	□	□
Programme 7 public administration Englisgh Phd)	□	x	□	□

Compliance of the programmes with the standards (standart 4)

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (management of engineering BA)	□	x	□	□
Programme 2 (innovative and opetarional management Phd)	□	x	□	□
Programme 3 (Entrepreneurial management MA)	□	x	□	□
Programme 4 (banking and finance technology BA)	□	x	□	□
Programme 5 (financial accounting and auditing MA)	□	X	□	□
Programme 6 (public administration Russian MA)	□	x	□	□
Programme 7 public administration Englisgh Phd)	□	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.

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

Georgia Technical University uses internal quality assurance mechanisms that ensure continuous evaluation of the University's activities and available resources. The system functions in the context of the mission, policy, legal and other obligations of the University. Beside this in 2022 Georgian Technical University has obtained ISO 9001 certification (https://gtu.ge/quality/iso9001-2015.php) The quality assurance service of the faculties periodically held informational and consultative meetings with the faculty staff to discuss the requirements of the authorization and accreditation processes, Georgian regulations of higher education, It also discussed the measures to be taken for the introduction of recommendations developed within the self-evaluation process of the program. The Quality Assurance Office of the faculties supported and monitored the ongoing educational and scientific research process at the faculties.

According to the interviews with representatives of the university administration, academic personnel, students, graduates, and an employer, also according to the self-evaluation report presented by the University a special working group was created to conduct the self-evaluation of the educational programs grouped in cluster. The program directors were the leaders of the working group, members of the working group were academic personnel, representatives of the administration and the Faculties' Quality Assurance Service, students, graduates, and employers. The tasks were assigned to each member of the group. According to the standards, the work to be performed was distributed among the members of the self-assessment group. The members of the self-assessment group met systematically at work meetings in order to clarify and analyze the information. The self-assessment report, the program, and the attached documentation were reviewed by the quality assurance service of the faculty for the purpose of agreement and submission to the quality assurance service of the University. The Quality Assurance Service of the University and the faculty provided consultation and assistance to the group members during the preparation of the self-assessment report and the attached documentation.

The quality assurance system is implemented in accordance with the principle of continuous improvement cycle - PDCA (planning-doing-checking-acting). The quality assurance system describes all the elements involved in the quality improvement process of the university. It is an integral part of the university management process: planning, organizing and monitoring. The system operates in the context of the university mission, policies, legal and other obligations, and is based on the basic principles and standards that guide the university in its functioning.

The quality assurance service of the faculties uses the following evaluation system in the context of internal quality evaluation: Educational Program Evaluation System; Educational Process Evaluation System; Staff Evaluation System; Program Development Procedures. Through this mechanism of the development of the program, analysis was carried out, including an analysis of the opinions and attitudes of stakeholders (employers, academic staff, students and graduates).

In General, the quality assurance service is engaged in consulting activities for the faculty in order to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance department collaborates closely with all segments of

personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process the university adopted the regulations for using electronic services of the University (https://elearning.gtu.ge/) to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the moment of accreditation expert group visit no distance/hybred study processes were in place. The university plans to implement a distance/hybred study process in the nearest future according to the current Georgian legislation.

It should be noted that the Self-Evaluation Report submitted by the university does not identify the areas for improvement and planned activities for such areas (as it is required by the self-evaluation report template). **It is recommended that The University should conduct comprehensive self-evaluation of educational programs to identify the areas for improvement as well as planned activities and timelines for the areas to be improved.**

Evidences/Indicators

○ Educational program and syllabi
○ Website of the quality assurance service of the Georgian Technical University https://gtu.ge/quality/quality-issuance-system.php
○ Provision of the quality assurance service of the University https://gtu.ge/quality/service/
○ Standard procedures for quality assurance service of the University https://gtu.ge/quality/system/standard-procedures.php
○ Regulation of quality assurance service of Georgian Technical University https://gtu.ge/quality/About-Us/Statue.php
○ Rule of Planning, Elaboration, Evaluation and Development of Educational Program at Georgian Technical university https://gtu.ge/en/quality/pdf/standart-procedures/ProgramPlaning.pdf
○ Documents on commissions at the faculties and relevant annexes: composition of the faculty commissions for evaluation of educational programs; regulations of the faculty Commission https://gtu.ge/quality/system/standard-procedures.php
○ Mechanisms for internal quality assurance of the University
○ Guide for quality assurance of the University
○ Program learning outcomes assessment mechanism
○ Labor market analysis documents
○ The rule of evaluation of scientific research activity
○ Evaluation of personnel's activity
○ Reports of departments: scientific-research reports
○ Regulations of Examination and Electronic Learning Resource Center
○ Description of implemented changes after internal and external evaluation of educational programs
○ Methodology for defining the number of academic/research/invited and administrative/support personnel per educational program
○ Methodology of defining students' number per program
○ Methodology to conduct, monitor and evaluate the electronic/distance learning process
○ Academic and invited staff teaching evaluation results using predetermined classroom observation template Minutes of the educational programs self-evaluation group
○ Minutes of the meeting of the Department
○ Minutes of the faculties councils
○ External peer reviews/Field specialists feedback on the programs

○ Document of comparison/benchmarking with similar programs of foreign universities for Master's educational program "Entrepreneurial Management"
○ Results of surveys of academic staff, employers, alumni and students
○ Results of the evaluation of the research component. Results of semester survey for masters and doctoral students
○ Results of interviews with representatives of university/faculty administration, head of program, academic staff, employers, alumni and students
○ Self-evaluation report provided by the Georgian Technical University.

General recommendations of the cluster:

• It is recommended that the University should conduct comprehensive self-evaluation of educational programs to identify the areas for improvement as well as planned activities and timelines for the areas to be improved.

General suggestions of the cluster:

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

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Management of Engineering, Bachelor's program)	☐	X	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	☐	X	☐	☐
Programme 3 (Enterprise Management, Master's program)	☐	X	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	☐	X	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	☐	X	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	☐	X	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	☐	X	☐	☐

5.2. External Quality Evaluation
Programme utilizes the results of external quality assurance on a regular basis.

Cluster and individual evaluation

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

The external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational Programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

The University periodically submits information about each educational programme to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

All programs grouped in cluster were evaluated by the local/foreign experts from the Institutions of Higher Education/Research Centers and field experts/top managers from the industry. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of business administration, public administration, finance, accounting and taxation, management.

Periodic external evaluation of the quality of the educational programmes at the university is carried out with the involvement of graduates and employers. The results of the survey of industry professionals, partners and other interested parties such as alumni were taken into account. The results of the analysis of the employers' requirements were also taken into consideration.

Evidences/Indicators

○   Educational programmes and syllabi

○   Internal and external evaluation mechanisms for quality assurance

○   Job market analysis

○   External evaluations of educational programmes by local/foreign experts from partner institutions of higher education/research institutions/industry professionals

○   Results of surveys of students, graduates, personnel and employers

○   Site-visit interviews

○   Self-evaluation report submitted by the University.

General recommendations of the cluster:

General suggestions of the cluster:

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 (Management of Engineering, Bachelor's program)	X	☐	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	X	☐	☐	☐
Programme 3 (Enterprise Management, Master's program)	X	☐	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	X	☐	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	X	☐	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	X	☐	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	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.

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

Program monitoring and periodic evaluation is conducted by the quality assurance service of the University and the faculties. The process of monitoring and evaluating the quality of educational programs involves all parties. Periodic evaluation is carried out by systematic collection, processing, and analysis of information with the participation of academic, administrative, and support staff, students, graduates, employers, and other interested parties. Based on the analysis of the evaluation results, the program is modified. Academic and invited staff, employers, specialized specialists, industry profesionals, students, graduates were involved in the evaluation process. Evaluations were carried out both at meetings and through

questionnaires. To evaluate the program, the information received was processed, analyzed. The self-assessment groups of the educational programs participated in assessing the quality of the educational programs and in the process of preparing for accreditation.

The faculty commissions for evaluation of educational programs were created by the special order of the Rector of the University. The commissions consist of academic personnel and students. The commission assesses the educational process and discusses it with the University Quality Assurance Service. Evaluation of educational programs conducted by the faculty commission, includes: evaluation of the norms established for the development of the educational program including: periodic evaluations (internal, external) of the program structure, content, teaching/learning and assessment methods; evaluation of learning outcomes, internationalization of the program, professional development of the staff implementing the program, existing demand for the program, employment rate of graduates of the program, student services, compatibility of the program with labor market requirements, comparison of the program with analog programs of local and foreign universities; evaluation of competitiveness of the program, financial and academic sustainability and the necessary resources for the successful implementation of the program.

At the end of each core study course, students anonymously evaluate (through questionnaires) the instructor and study course. The university conducts the evaluation of the research component of master and doctoral programs as well and analyzes the results of surveys of master and doctoral students with this regard.

 The University also analyzes the opinions and recommendations of specialists in the field and considers them in the process of the modification of educational programs. It should be noted that the analytical documents of comparison of the existing programmes with similar programmes of foreign universities were not presented (**except for master's program "Enterprise Management", Russian language Master's program "Public Administration", English language doctoral program "Public Administration", EMBA program "Financial Accounting and auditing", Bachelor program "Banking and Finance Technology)**, although during the site-visit interviews academic personnel mentioned that foreign universities' experience and analogical programs were considered during the process of modification/development of the educational programs grouped in cluster. In the description of programs' structures several foreign universities were mentioned but the analysis of similarities and differences were not presented. **It is recommended that educational programs (bachelor's program** Management of Engineering, Doctoral program "Innovative and Operational Management"**) be compared with similar programmes of foreign universities in order to bring the programme in compliance with the modern requirements and to integrate the best international practices.**

Based on the analysis of such complex indicators the Quality Assurance Department assesses the efficiency of implementation of educational programmes and offers recommendations and suggestions to programme personnel for further development of the education programmes.

As part of monitoring and evaluation of the program, the institution also evaluates the content of the educational programs and study courses. In some cases the evaluation system in individual courses is challenging, for example, the evaluation of a thematic project/group project in the study courses "financial management" and "Financial forecasting and performance management" from Master's Program "Financial Accounting and Auditing". Through the syllabus and during the site-visit interview, it was revealed that the students can submit a group project. It is not written in the syllabus, and the answer of the personnel was also vague, how the individual contribution of the student is determined.

The university should take care to improve the quality of the master's thesis development and defence process. One of the master's theses presented to the expert group used a total of 8

literature and consisted of one chapter "Results and Applications", some master's theses used outdated literature.

It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process and etc.

See cluster evaluation.

Evidences/Indicators

○   Educational program and syllabi
○   Website of the quality assurance service of the Georgian Technical University https://gtu.ge/quality/quality-issurance-system.php
○   Provision of the quality assurance service of the University https://gtu.ge/quality/service/
○   Standard procedures for quality assurance service of the University https://gtu.ge/quality/system/standard-procedures.php

○   Regulation of quality assurance service of Georgian Technical University https://gtu.ge/quality/About-Us/Statue.php

○   Rule of Planning, Elaboration, Evaluation and Development of Educational Program at Georgian Technical university https://gtu.ge/en/quality/pdf/standart-procedures/ProgramPlaning.pdf

○   Documents on commissions at the faculties and relevant annexes: composition of the faculty commissions for evaluation of educational programs; regulations of the faculty Commission https://gtu.ge/quality/system/standard-procedures.php
○   Mechanisms for internal quality assurance of the University
○   Guide for quality assurance of the University
○   Program learning outcomes assessment mechanism
○   Labor market analysis documents
○   The rule of evaluation of scientific research activity
○   Evaluation of personnel's activity
○   Reports of departments: scientific-research reports
○   Regulations of Examination and Electronic Learning Resource Center
○   Description of implemented changes after internal and external evaluation of educational programs
○   Methodology for defining the number of academic/research/invited and administrative/support personnel per educational program
○   Methodology of defining students' number per program
○   Methodology to conduct, monitor and evaluate the electronic/distance learning process
○   Academic and invited staff teaching evaluation results using predetermined classroom observation template Minutes of the educational programs self-evaluation group
○   Minutes of the meeting of the Department
○   Minutes of the faculties councils
○   External peer reviews/Field specialists feedback on the programs
○   Document of comparison/benchmarking with similar programs of foreign universities for Master's educational program "Entrepreneurial Management"
○   Results of surveys of academic staff, employers, alumni and students
○   Results of the evaluation of the research component. Results of semester survey for masters and doctoral students

○ Results of interviews with representatives of university/faculty administration, head of program, academic staff, employers, alumni and students
○ Self-evaluation report provided by the Georgian Technical University.

General recommendations of the cluster:

It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process and etc.

General suggestions of the cluster:

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

Programme 1 (Management of Engineering, Bachelor's program**)**

Recommendation(s):

• **It is recommended that the Bachelor's Program** "Management of Engineering" **be compared with similar programmes of foreign universities in order to bring the programme in compliance with the modern requirements and to integrate the best international practices.**

Suggestion(s):

Programme 2 (Innovative and Operational Management, Doctoral program**)**

Recommendation(s):

• **It is recommended that the Doctoral** Program "Innovative and Operational Management" **be compared with similar programmes of foreign universities in order to bring the programme in compliance with the modern requirements and to integrate the best international practices.**

Suggestion(s):

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

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Management of Engineering, Bachelor's program)	☐	X	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	☐	X	☐	☐
Programme 3 (Enterprise Management, Master's program)	☐	X	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	☐	X	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	☐	X	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	☐	X	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	☐	X	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Management of Engineering, Bachelor's program)	☐	X	☐	☐
Programme 2 (Innovative and Operational Management, Doctoral program)	☐	X	☐	☐
Programme 3 (Enterprise Management, Master's program)	☐	X	☐	☐
Programme 4 (Banking and finance technology, Bachelor's program)	☐	X	☐	☐
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	☐	X	☐	☐
Programme 6 (Public administration, Russian Language Master's program)	☐	X	☐	☐
Programme 7 (Public administration, English Language Doctoral Program)	☐	X	☐	☐

Compliance of the programmes with the standards

Attached documentation (if applicable): –

Name of the higher education institution: LEPL Georgian Technical University

Name of Higher Educational Programmes, Levels:
"Management of Engineering" Bachelor educational program
"Innovative and Operational Management" Doctoral educational program
"Entrepreneurial Management" Master's educational program
"Banking and financial technologies" Bachelor educational program
"Financial accounting and auditing" Master's educational program
"Public administration" (Russian-language) master's educational program
"Public administration" (English-language) doctoral educational program

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 (Management of Engineering, Bachelor's program)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 2 (Innovative and Operational Management, Doctoral program)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 3 (Enterprise Management, Master's program)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 4 (Banking and finance technology, Bachelor's program)	Substantially Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 5 (Financial accounting and auditing, Master's program, EMBA)	Substantially Complies with requirements	Substantially Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 6 (Public administration, Russian Language Master's program)	Substantially Complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 7 (Public administration, English Language Doctoral Program)	Substantially Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel
Full name, signature Rasa Smaliukiene

Of the member(s) of the Accreditation Experts Panel

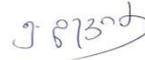**Full name, signature Ia Natsvlishvili**
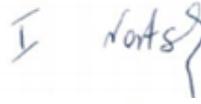
Full name, signature Ekaterina Zakaradze

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Full name, signature Giorgi Arkania

Full name, signature Beka Maruashvili

Full name, signature Zurab Aznaurashvili