



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

**Business Administration - Bachelor's Degree Program  
Business Administration - Bachelor's Degree Program (English)  
Business Administration (Logistics) - Master's Degree Program**

**LLC - Tbilisi International University IUT**

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC - Tbilisi International University IUT
Identification Code of Institution	400373902
Type of the Institution	University

### Expert Panel Members

<b>Chair</b>	Jochen Zimmermann, U Bremen, Germany
<b>Member</b>	Eka Gegeshidze, University of Georgia, Georgia
<b>Member</b>	Medea Janjghava, University of Georgia, Georgia
<b>Member</b>	Aleksandre Kalandaze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
<b>Member</b>	Ia Natsvlshvili, LEPL Ivane Javakhishvili Tbilisi State University, Georgia

## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>
<b>Name of the educational programme</b>	Business Administration BA (EN)	Business Administration BA (GEO)	Business Administration MA (Logistics)
<b>Level of higher education</b>	6th	6th	7th
<b>Qualification to be awarded</b>	Bachelor of Business Administration	Bachelor of Business Administration	Master of Business Administration in Logistics
<b>Name and code of the detailed field</b>	0413 Management and Administration	0413 Management and Administration	0413 Management and Administration
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education</b>	-	-	-
<b>Language of instruction</b>	English	Georgian	Georgian
<b>Number of ECTS credits</b>	180	180	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	New	New	New

## II. Accreditation Report Executive Summary

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

The cluster comprises three programs at the Tbilisi International University: the English-language Bachelor of Business Administration (BBA), the Georgian-language Bachelor of Business Administration (BBA), and the Master's in Business Administration (Logistics). These programs share a foundational focus on equipping graduates with business and management competencies tailored to local and international labor market demands. All three programs are newly established and currently lack enrolled students. They are designed to integrate theoretical knowledge with practical skills, emphasizing strategic thinking, analytical capabilities, and professional development.

The programs rely on a common institutional framework, including shared faculty, facilities, and administrative structures. They aim to align with the National Qualifications Framework (NQF) and include learning outcomes that reflect a balance of academic rigor and applied relevance. While each program targets specific academic levels and professional domains, their overlapping themes in business education and reliance on institutional resources justify their grouping within a cluster. This shared approach allows for the development of synergies across programs, while also posing challenges in ensuring sufficient differentiation and program-specific depth.

- **Overview of the Accreditation Site Visit**

The evaluation process for the accreditation of three programs at the Tbilisi International University involved a detailed review of the self-evaluation report (SER) submitted by the institution. The SER provided insights into the proposed program objectives, learning outcomes, and intended alignment with national higher education standards. Given that the programs are newly established and have no enrolled students, the evaluation focused heavily on the design, proposed implementation, and supporting structures outlined in the SER.

The evaluation panel was composed of experts in higher education, program development, and quality assurance, representing diverse national and international perspectives. The panel's objective was to assess the institution's readiness to deliver these programs in a manner consistent with accreditation standards. The evaluation process included a site visit to Tbilisi International University to validate the claims made in the SER and gain a firsthand understanding of the university's capacity to implement and sustain these programs effectively.

During the site visit, the panel conducted interviews with key stakeholders, including members of the university leadership, faculty representatives, and business partners associated with the proposed programs. Unfortunately, the selection of stakeholders for these interviews did not inspire confidence. Many of the professors and external partners appeared insufficiently prepared and lacked the depth of understanding required to offer substantial insights into the programs. This limited the panel's ability to verify the credibility of the institution's claims regarding academic rigor, industry relevance, and the preparedness of the faculty to deliver high-quality education.

The site visit included a tour of TIU's facilities, which provided some perspective on the infrastructure available to support the programs. While the facilities were functional, they did not demonstrate a significant alignment with the needs of the proposed programs. For example, specialized resources or spaces directly supporting the program themes were limited or absent. The panel found that the overall environment lacked the sophistication and resources typically expected of a university offering advanced and market-relevant programs.

Moreover, the interactions with faculty and business representatives during the site visit left an unconvincing impression. There was limited evidence of strong academic leadership or meaningful

engagement with industry to ensure the relevance and quality of the proposed programs. The lack of coherence in responses during interviews and the apparent absence of a clear strategy for program delivery and stakeholder collaboration raised concerns about the institution's readiness to operationalize the proposed programs effectively.

Despite these challenges, the panel noted a friendly and cooperative atmosphere during the site visit. The university's staff were open to engaging with the evaluation process and appeared receptive to feedback. However, this openness did not sufficiently offset the weaknesses observed in program preparation, faculty readiness, and stakeholder involvement. The panel's overall impression was that TIU has significant work to do in strengthening its academic and operational foundation to ensure the successful implementation of the proposed programs.

In summary, the site visit underscored several areas requiring urgent attention, including improving the selection and preparation of faculty, establishing stronger connections with industry partners, and ensuring that the institutional infrastructure adequately supports the proposed programs. While the university demonstrated a willingness to engage in the accreditation process, substantial improvements are needed to meet the expected standards and create programs that can deliver meaningful and high-quality education.

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

The compliance evaluation of the three programs at Tbilisi International University reveals variations in alignment with the accreditation standards:

**Programme 1 (BBA, EN)** and **Programme 2 (BBA, GEO)** demonstrate substantial compliance overall, with full compliance achieved in teaching methodology and student achievements. However, areas requiring improvement include program objectives, teaching resources, and opportunities for quality enhancement, which were rated as substantially compliant. **Programme 3 (MA, Logistics)** shows greater challenges in meeting the standards, with partial compliance observed in program objectives and teaching resources. While the program meets compliance for teaching methodology and student achievements, the partial compliance ratings highlight significant gaps in aligning program objectives with labor market needs and ensuring adequate resources for graduate-level education. Substantial compliance in teaching quality enhancement opportunities indicates potential for improvement with targeted interventions.

Overall, while the undergraduate programs provide a strong foundation, the Master's in Logistics requires considerable effort to address critical weaknesses and achieve the expected compliance levels. A focused approach to improving teaching resources and refining program objectives is essential across all programs to ensure comprehensive alignment with the accreditation standards.

- **Recommendations**

#### Recommendations to the cluster

- Explicitly integrate sectoral benchmarks into the learning outcomes for all programs to ensure alignment with NQF and field-specific standards.
- Establish structured mechanisms for involving stakeholders, including students, alumni, and employers, in the development and periodic review of learning outcomes.
- Develop formal processes for disseminating learning outcomes to external stakeholders, such as potential employers and professional organizations, ensuring transparency and fostering trust.
- Develop a standardized process across all programs for defining, collecting, and analyzing data on learning outcomes at regular intervals.
- Define measurable benchmarks for each learning outcome to enable systematic monitoring and comparison.

- Introduce structured mechanisms for incorporating feedback from employers, alumni, and other stakeholders into the evaluation process.
- Provide clear rubrics and detailed feedback to students to ensure transparency and support continuous improvement.
- Develop strategies for disseminating evaluation results to internal and external stakeholders to enhance transparency and trust.
- In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.
- Increase academic staff to ensure a better balance between permanent and invited personnel.
- Provide targeted training for staff involved in the Master's in Logistics program to build field-specific competencies.
- Ensure staff Curriculum Vitae include comprehensive records of publications, projects, and other relevant scholarly activities.
- Increase opportunities for staff to participate in research, international collaboration, and training programs aligned with their disciplines.
- Allocate sufficient resources to recruit and retain qualified academic and administrative staff, ensuring the programs can meet their educational objectives.
- Invest in infrastructure improvements, particularly for logistics-specific facilities and library resources, to support student learning and practical training.
- Provide a detailed and transparent breakdown of expected revenues to enable a proper assessment of financial sustainability.
- Develop a financial strategy that prioritizes key areas such as faculty development, marketing, and program-specific infrastructure to ensure the programs can grow and meet accreditation standards.
- It is recommended that the University with the cooperation of interested parties should conduct comprehensive self-evaluation of educational programs to identify the challenges and prevent shortcomings of educational programs (indicated above in the narrative parts of standard 1-4).
- Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcomes.
- Within the framework of periodic monitoring of the educational programs when evaluating the content of study courses, structure and learning outcomes of the programs, the University should detect and prevent inaccuracies in formulation of program learning outcomes, teaching/learning methods as well as in assessment methods etc. The quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project. Assessment rubrics should clearly indicate whether students should have individual or group projects to achieve the learning outcomes of the particular study courses.
- Within the framework of program monitoring, the Quality Assurance Service should ensure that, when formulating a single learning outcome, instead of general verbs (for example "recognizes") a maximum of two active verbs from Bloom's Taxonomy are used. In addition, it should be assured that the structure of bachelor's programs provides a component focused on the development of practical skills (for example, an independent study component "Practice").

## Recommendations according to the programmes:

### Programme 1 (Business Administration - Bachelor's Degree Program; English Language)

- Conduct a detailed labor market analysis to provide quantitative and qualitative evidence of employer needs, industry trends, and alignment with market demands. This should include structured consultations with employers and stakeholders, supported by documented feedback. Only a detailed labor market analysis ensures the program's specificity to the field of study, aligns its knowledge and skills development with real-world demands, and illustrates its contribution to societal and industry advancement.
- Circular economy should have a Principles of economics course as a prerequisite.
- It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.
- The mandatory English courses should be reworked to offer students more flexible opportunities.
- The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.
- In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

### Programme 2 (Business Administration - Bachelor's Degree Program; Georgian Language)

- Conduct a detailed labor market analysis to provide quantitative and qualitative evidence of employer needs, industry trends, and alignment with market demands. This should include structured consultations with employers and stakeholders, supported by documented feedback. Only a detailed labor market analysis ensures the program's specificity to the field of study, aligns its knowledge and skills development with real-world demands, and illustrates its contribution to societal and industry advancement.

- Circular economy should have a Principles of economics course as a prerequisite.
- It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.
- The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.
- In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.
- Applicants of Georgian Language Bachelor program who are eligible for admission without the Unified National Examinations must demonstrate knowledge of the Georgian language at least at the B2 level.

### **Programme 3 (Business Administration (Logistics) - Master's Educational Program; Georgian Language)**

- Conduct a detailed labor market analysis to identify specific gaps and opportunities in the logistics sector within Georgia and the wider region. Only a detailed labor market analysis ensures the program's specificity to the field of study, aligns its knowledge and skills development with real-world demands, and illustrates its contribution to societal and industry advancement.
- Establish formal partnerships with logistics firms and industry professionals to ensure the program's objectives are relevant and informed by practical needs.
- Align the program objectives with the university's mission and academic strengths, ensuring coherence within the broader institutional strategy.
- Incorporate sectoral benchmarks and global standards to enhance the academic and professional credibility of the program. This recommendation relates to the program objectives of the logistics program by ensuring its alignment with the specificity of the field, defining advanced competencies for graduates, and illustrating its contribution to the development of the logistics sector through recognized global standards.
- Expand engagement with logistics-specific industry stakeholders through advisory boards or partnerships to ensure alignment with professional standards. Fostering collaboration with industry stakeholders ensures that the skills and competencies developed align with professional standards and effectively prepare graduates for real-world applications in the logistics sector.
- For the Master's in Logistics, ensure assessments adequately reflect both practical and research-oriented competencies.
- Reallocate the Practice in Logistics Component to Elective Courses or Field-Specific Topics.
- Strengthen Practical Application Through High-Impact Assignments in Key Courses
- The syllabus of the practice should be substantially revised, its outcome should be refined, and the assessment system should be brought into line in the outcome of the course. In addition, the practice course can be moved to an elective.
- Applicants of the Georgian Language Master program who are eligible for admission without the Common Master Examination must demonstrate knowledge of the Georgian language at least at the B2 level.
- Program description should specify in which subject the entrance exam should be taken. It should specify the proposed exam questions and literature from which applicants can prepare for the admission exam in specialty. All this information must be available on the University web-site.
- Introduce research-based assessments, such as thesis work or advanced modeling tasks, to strengthen the program's academic foundation.
- Ensure that all assessments are explicitly linked to learning outcomes and are regularly reviewed for effectiveness.
- Implement clear grading rubrics and provide detailed feedback to students to enhance their understanding of performance expectations.
- Establish mechanisms for regular review and adjustment of assessment methods to maintain relevance and quality.
- The assessment system for the master's thesis be adjusted in the Business Administration (Logistics) Master's Educational Program document, specifically to correct the technical error in the negative assessments and align the negative assessments with the scientific-research component assessment system stipulated in the Minister's order and Institution's MA provision.
- It is recommended to modify MA theses structure/architectonics, particularly to incorporate research questions (for qualitative research), hypothesis (for quantitative research) and literature review in the introductory chapter of MA theses.
- Increase academic and invited staff with advanced qualifications and practical experience in logistics and supply chain management.
- Increase academic staff with advanced qualifications in logistics and supply chain management.
- Develop a structured plan for improving logistics-related knowledge among academic staff through workshops, research opportunities, and partnerships with industry professionals.

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

#### **Suggestions to the cluster:**

- It is suggested to revise institution's e-learning regulations to closely align with the most recent legislative developments in e-learning education, particularly when preparing to actively integrate online learning components into the academic curriculum;
- It is suggested to develop specific assessment policies that address AI-generated content, including clear definitions and consequences for AI plagiarism in course syllabi or/and academic integrity documents (such as the already existing document - "How to Detect and Respond to Plagiarism").
- Implement a peer mentoring system where senior students support first-year students, complementing the existing orientation program. This would provide continuous support throughout the academic year and help build a stronger student community.
- Enhance the electronic management system by developing a mobile application version to improve accessibility.
- Develop short-term exchange programs or summer schools with partner institutions.
- Expand the international university partnership network to offer students more diverse mobility opportunities.
- Establish more partnerships with local organizations for service-learning opportunities that would enhance practical experience opportunities. Creating student-led community service initiatives would strengthen the university's community connections and provide leadership opportunities for students.
- Expand its services by creating an alumni mentorship network, connecting future students with graduates working in their fields of interest. Developing industry-specific career tracks with targeted workshops, training and networking events would provide more specialized career preparation.
- It is suggested that the university prioritize the modernization of its classrooms to meet modern standards. Upgrading the learning spaces would enhance the academic environment and reflect the institution's commitment to delivering a high-quality, student-centered learning experience.

### Suggestions according to the programmes:

#### Programme 3 (Business Administration (Logistics) - Master's Educational Program; Georgian Language)

- It is suggested to consider implementing an interim evaluation of the master's thesis supervision process via a "preliminary defense" of the master's thesis. Additionally, during the intermediate stage of thesis completion, it would be possible to distribute a brief questionnaire and/or conduct direct interviews with master's students regarding the thesis development process.

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

Not applicable.

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

Tbilisi International University has supplied a lengthy argumentative position, which the panel has carefully considered. The high number of our recommendations at various levels of granularity reflect the need to work at the programs at different levels. We acknowledge that TIU has certain documents and procedures. Referring to the distinction between producing data versus producing evidence, the panel believes that the unsystematic nature of collecting data points fails in developing reliable evidence on which fact-based decisions can be made. This is our overarching rationale behind recommending changes in processes and procedures. While it difficult to single out specific recommendations, we would like to make a specific reference to recommendations 44, 51, and 52. Recommendation 44 specifies that students should be able to prepare for an admission exam, the provided documentation does not allow such a preparation. It simply lists the areas and literature (notably with international works being absent) but gives no indication as to breadth and depth of the exam questions. Recommendations 51 and 52 sound similar, but are structurally different. Both refer to separate standard components. While the staffing is, in the panel's view, insufficient at a general level (recommendation 51), there is a specific need for academically well-trained professors to guide and supervise students at the Master level (recommendation 52). Ideally, professors simultaneously fulfil the recommendations at the same time.

The panel has addressed the issue of staffing numbers and has changed the report accordingly. Other than that, we do not feel that the panel's recommendations warrant changes. They reflect the level of attention necessary to comply with the standards of a university's higher education programs.

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

Not 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
2. Cluster evaluation

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

4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
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 program objectives across the cluster—comprising the English-language BBA, Georgian-language BBA, and the Master’s in Logistics—demonstrate a shared commitment to equipping students with essential knowledge, skills, and ethical principles. Collectively, these programs aim to align educational outcomes with the specific demands of their fields, academic levels, and societal contributions.

A key strength of the cluster is its emphasis on producing graduates capable of addressing local and international market needs while fostering socially responsible and sustainable practices. The shared institutional framework ensures consistency in the programs’ alignment with the university’s mission and its strategic goals, particularly regarding innovation, ethical practices, and global engagement.

However, the linkage between objectives and field-specific requirements varies across the cluster. While the BBA programs provide clear and achievable objectives that align with undergraduate expectations, the Master’s in Logistics demonstrates less coherence in addressing the advanced competencies required at the graduate level. The cluster would benefit from enhanced integration and consistency, particularly by leveraging common goals and resources to strengthen programmatic alignment with labor market demands and societal impact.

##### Description and Analysis - Programme 1 (BBA, EN)

The evaluation of the program objectives for the English-language **Bachelor of Business Administration (BBA) program** at the Tbilisi International University reveals both its strengths and areas for improvement. Overall, the program objectives are clear, realistic, and achievable. They are designed to produce competitive specialists equipped with broad knowledge and practical skills in business management. The program aligns closely with the institution's mission of fostering globally competent graduates and contributes to societal development by emphasizing ethical behavior, corporate social responsibility, and sustainability. These elements reflect a well-rounded approach to preparing students for both local and international business environments.

A notable strength of the program is its relevance to the field of study. The objectives address contemporary business challenges, integrating theoretical knowledge with practical applications to equip students with the tools needed to analyze global business processes effectively. By focusing on modern management models, innovation, and the use of research methods, the program ensures that graduates are prepared to contribute meaningfully to

organizational activities and strategic decision-making. This focus not only prepares students for employment in diverse markets but also underscores the program's societal contribution by fostering business practices that uphold ethical standards and social responsibility.

The program objectives are well-aligned with the institution's mission and strategy. They reflect the university's commitment to developing specialists capable of operating in a variety of business settings, both locally and globally. The program's emphasis on internationalization further enhances its appeal and competitiveness. By offering instruction in English and incorporating international teaching standards, the program opens opportunities for graduates to engage in multicultural environments and address global market challenges. Moreover, the integration of stakeholder involvement in program development ensures that the objectives remain relevant and attuned to the needs of employers and other external partners.

Despite these strengths, there are areas where the program objectives could be refined to achieve full compliance with accreditation standards. While the program considers labor market needs, the analysis provided lacks depth and specificity. Detailed evidence of market demands, such as employer consultations or quantitative data, would strengthen the objectives' alignment with labor market realities. Similarly, while the program acknowledges international benchmarks, there is no explicit reference to compliance with globally recognized accreditation standards like AACSB or EQUIS. Including such references could enhance the program's credibility and global standing.

Another area for improvement lies in the operationalization of the objectives. While the program outlines its goals clearly, there is limited detail on how these objectives are systematically integrated into the curriculum. A more detailed mapping of objectives to specific courses or learning activities would provide greater transparency and demonstrate how the program ensures the achievement of its intended outcomes. Additionally, the program could benefit from setting measurable benchmarks to evaluate its success, such as graduate employment rates, employer satisfaction, or student feedback. This would not only enhance accountability but also provide concrete evidence of the program's impact.

The focus on internationalization, though commendable, would be strengthened by including explicit metrics or activities, such as partnerships with foreign institutions, student exchange programs, or collaborative research opportunities. While the program's emphasis on preparing students for global markets is evident, these additions would provide tangible proof of its international orientation.

Stakeholder involvement in the development of the program objectives is mentioned, but evidence of formal feedback mechanisms, such as surveys or interviews with employers and alumni, is not provided. Demonstrating active and structured engagement with stakeholders would reinforce the program's responsiveness to external needs and ensure that its objectives are widely supported.

In conclusion, the program objectives for the English-language BBA program demonstrate substantial alignment with the required standards. They are clear, relevant, and well-aligned with the institution's mission and societal goals. However, further refinements are needed to address gaps in labor market analysis, operationalization, stakeholder engagement, and internationalization metrics. With these improvements, the program can achieve full compliance with accreditation standards and strengthen its position as a leading educational offering in the field of business administration.

Compliance with the standards was evaluated across several criteria. The program objectives are clear, realistic, and achievable, meeting expectations for clarity and relevance to the field of study and societal contribution. The alignment with the institution's mission and strategy is strong, and the program demonstrates a commitment to internationalization. However, the analysis of labor market demands and the operationalization of objectives are areas requiring improvement. Similarly, while stakeholder engagement is noted, the absence of detailed evidence limits its full compliance. Specific references to global accreditation standards and explicit metrics for internationalization would further enhance compliance. In summary, while the program demonstrates substantial

alignment with the standards, addressing the identified gaps would ensure comprehensive compliance and elevate its standing in the educational landscape.

### **Description and Analysis - Programme 2 (BBA, GEO)**

The evaluation of the program objectives for the **Georgian-language Bachelor of Business Administration (BBA) program** at the Tbilisi International University reveals significant strengths, alongside areas requiring refinement for full compliance with accreditation standards. The program's objectives are clear, realistic, and designed to align with the broader institutional mission of fostering competent, globally aware specialists. These objectives aim to equip students with a comprehensive foundation in business administration, blending theoretical knowledge with practical skills essential for navigating complex organizational environments.

A notable strength of the Georgian-language BBA program lies in its consistency with the corresponding English-language program. The program is structurally identical, offering the same credit distribution, learning outcomes, and teaching methodologies. This alignment ensures parity in academic rigor and institutional standards across both language tracks. The program's focus on ethical behavior, corporate social responsibility, and sustainability reflects a commitment to societal development, further enhancing its relevance to contemporary business practices.

The objectives demonstrate a strong alignment with the university's mission and strategy, emphasizing the cultivation of competitive specialists capable of addressing the demands of both local and international markets. By integrating modern management models, research methods, and stakeholder communication skills, the program ensures graduates are well-prepared to meet professional challenges. The use of Georgian as the medium of instruction enables accessibility for a broader demographic while maintaining the same high standards seen in the English-language program.

Despite these strengths, the program would benefit from refinements to achieve full compliance with accreditation standards. As with the English-language program, the labor market analysis lacks depth and specificity. While the objectives address general market needs, providing detailed evidence of stakeholder consultations, employer feedback, and quantitative market data would strengthen their alignment with real-world demands. Similarly, the program's internationalization goals could be enhanced through explicit partnerships, exchange programs, or collaborative initiatives that actively engage with global business contexts.

Operationalization of the program objectives also requires further clarity. While the alignment of objectives to curriculum components is implied, a more detailed mapping of how individual courses and activities contribute to the achievement of these objectives would increase transparency and demonstrate systematic integration. Establishing measurable benchmarks, such as graduate employment rates, industry feedback, and satisfaction surveys, would provide concrete indicators of the program's success and areas for improvement.

Stakeholder engagement, although mentioned, lacks documented evidence of formal mechanisms like surveys, interviews, or focus groups. Demonstrating active and structured involvement of employers, alumni, and students in the program's development and evaluation would reinforce its responsiveness to external needs and stakeholder expectations. Furthermore, references to compliance with recognized international accreditation standards, such as AACSB or EQUIS, remain absent and should be explicitly addressed to enhance the program's credibility and competitiveness.

In conclusion, the Georgian-language BBA program demonstrates substantial alignment with the required standards. The objectives are clear, well-structured, and aligned with the institution's mission and societal goals. However, addressing gaps in labor market analysis, stakeholder engagement, internationalization metrics, and operational transparency would enable the program to transition from substantial to full compliance. These refinements would not only elevate the program's academic and professional standing but also solidify its role as a leading educational offering in business administration within Georgia and beyond.

### Description and Analysis - Programme 3 (Logistics, MA)

The evaluation of the program objectives for the **Master's program in Business Administration (Logistics)** at the Tbilisi International University highlights both strengths and critical areas requiring improvement for full compliance with accreditation standards. While the program aims to address the growing importance of logistics and supply chain management, significant gaps must be addressed to enhance its strategic fit, relevance, and compliance.

The program's objectives emphasize preparing highly qualified specialists with deep theoretical and practical knowledge in logistics and supply chain management. These objectives aim to equip graduates with advanced competencies in logistics management, research, and strategic problem-solving. The inclusion of components such as research methods, digital innovations, and a robust thesis requirement ensures the development of analytical and managerial skills. However, while these objectives are ambitious, they appear opportunistic rather than strategically grounded. The decision to focus on logistics does not seem to stem from a well-defined institutional priority or strength in the logistics field. Without evidence of robust institutional expertise or stakeholder collaboration, the program risks being perceived as reactive rather than visionary.

A major strength of the program lies in its alignment with the globalized nature of logistics. The objectives address international market trends and emphasize the importance of innovation and sustainability. Furthermore, the program integrates diverse teaching methodologies, such as problem-based learning, case studies, and group projects, which foster independent learning and practical application. These approaches are well-suited to graduate education and demonstrate an effort to produce well-rounded professionals.

Despite these strengths, the program's compliance with accreditation standards is hindered by several weaknesses. While the objectives formally consider the specificity of the field of study by addressing logistics and supply chain management, their articulation lacks sufficient depth and precision. The program does not clearly define the advanced set of knowledge, skills, and competencies it aims to develop in graduate students, particularly regarding the balance between theoretical and practical applications.

A Master's program typically serves as a platform for advanced research and thought leadership within its field, contributing to both academic development and societal progress. However, there is limited evidence that the objectives explicitly support such contributions. The absence of sectoral benchmarks and alignment with global standards reduces the clarity and credibility of the program's intended impact on the logistics field. Furthermore, the lack of specificity in how the program addresses critical challenges, such as technological innovation or sustainability, limits its potential to make a meaningful societal contribution.

Stakeholder engagement in the development of the program objectives is inadequately demonstrated. While logistics is a growing field, the documentation does not indicate significant input from industry professionals, alumni, or employers in shaping the program's focus or objectives. This lack of collaboration undermines the program's ability to meet labor market needs effectively and weakens its strategic justification. Incorporating structured stakeholder consultations, such as advisory boards or employer surveys, could significantly enhance the relevance and credibility of the program's objectives.

From a labor market perspective, while logistics is recognized as a critical sector globally, the program's objectives do not provide sufficient evidence of alignment with specific needs within Georgia or the wider region. A detailed labor market analysis identifying gaps and opportunities in logistics and supply chain management would strengthen the rationale for the program. This analysis should be complemented by partnerships with local and international logistics firms to ensure the program's objectives are relevant and actionable.

The program's objectives also lack clarity in defining measurable outcomes and pathways for graduates. While advanced skills in logistics are emphasized, there is limited detail on how these skills translate into specific career opportunities or contribute to the development of the logistics sector. Clear articulation of graduate pathways and success metrics would enhance the program's strategic positioning and alignment with institutional goals.

## Evidences/Indicators

SER;

Annexed Documents;

Site-Visit Observations.

### Recommendations and Suggestions according to the programmes:

#### Recommendation(s):

##### Programmes 1 and 2 (BBA)

1. Conduct a detailed labor market analysis to provide quantitative and qualitative evidence of employer needs, industry trends, and alignment with market demands. This should include structured consultations with employers and stakeholders, supported by documented feedback. Only a detailed labor market analysis ensures the program's specificity to the field of study, aligns its knowledge and skills development with real-world demands, and illustrates its contribution to societal and industry advancement.

##### Programme 3 (MA. Logistics)

1. Conduct a detailed labor market analysis to identify specific gaps and opportunities in the logistics sector within Georgia and the wider region. Only a detailed labor market analysis ensures the program's specificity to the field of study, aligns its knowledge and skills development with real-world demands, and illustrates its contribution to societal and industry advancement.

2. Establish formal partnerships with logistics firms and industry professionals to ensure the program's objectives are relevant and informed by practical needs.

3. Align the program objectives with the university's mission and academic strengths, ensuring coherence within the broader institutional strategy.

4. Incorporate sectoral benchmarks and global standards to enhance the academic and professional credibility of the program. This recommendation relates to the program objectives of the logistics program by ensuring its alignment with the specificity of the field, defining advanced competencies for graduates, and illustrating its contribution to the development of the logistics sector through recognized global standards.

## Evaluation

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 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.2 Programme Learning Outcomes

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

### Cluster and individual evaluation

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

The evaluation of learning outcomes across the English-language BBA, Georgian-language BBA, and Master's in Logistics programs at the Tbilisi International University reveals shared strengths and weaknesses. The programs aim to prepare graduates with essential theoretical knowledge, practical skills, and ethical awareness aligned with labor market and academic requirements. Learning outcomes are framed to support personal and professional development while adhering to qualification frameworks.

Across all programs, learning outcomes correspond to their aims, covering core knowledge, skills, and autonomy. They align with qualification levels as defined by the National Qualifications Framework (NQF). However, common challenges include insufficient use of sectoral benchmarks, limited stakeholder engagement, and underdeveloped communication mechanisms for disseminating learning outcomes to external stakeholders. While assessment methods are present, formalized benchmarks for evaluating the achievement of outcomes remain absent, and systematic stakeholder consultation is lacking in all programs.

#### Description and Analysis - Programme 1 (BBA, EN)

The English-language BBA program aims to develop graduates with broad business knowledge, analytical skills, and an understanding of ethical and social responsibilities. The program emphasizes competencies such as business analysis, strategic planning, and critical thinking, with a focus on meeting both local and international labor market demands.

While the program's learning outcomes align well with its objectives and the National Qualifications Framework (NQF), there is insufficient evidence of how they are benchmarked against international standards specific to the business field. Mechanisms for stakeholder involvement in learning outcome development are underutilized, and dissemination of outcomes to external stakeholders remains inadequate.

#### Description and Analysis - Programme 2 (BBA, GEO)

The Georgian-language BBA program equips students with theoretical knowledge and applied business skills tailored to the Georgian business environment. Learning outcomes include strategic planning, market analysis, and ethical business practices, fostering graduates' competitiveness in the local economy.

The program successfully tailors its outcomes to the needs of Georgian businesses, but like its English-language counterpart, it lacks formal alignment with sectoral benchmarks. Stakeholder engagement is underdeveloped, and dissemination of learning outcomes to external audiences, such as employers, is inconsistent.

### **Description and Analysis - Programme 3 (Logistics, MA)**

The Master's in Logistics program seeks to develop advanced competencies in logistics and supply chain management, focusing on research capabilities, strategic decision-making, and innovative solutions to logistics challenges.

The learning outcomes of the program align with the intended objectives and NQF qualifications. However, the absence of formalized staff training and a lack of specific benchmarks hinder the program's ability to evaluate its outcomes effectively. The engagement of logistics industry stakeholders is limited, which reduces the program's capacity to stay responsive to labor market needs.

### **Evidences/Indicators**

- SER,
- Annexed Documents,
- Site-Visit Observations

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

1. Explicitly integrate sectoral benchmarks into the learning outcomes for all programs to ensure alignment with NQF and field-specific standards.
2. Establish structured mechanisms for involving stakeholders, including students, alumni, and employers, in the development and periodic review of learning outcomes.
3. Develop formal processes for disseminating learning outcomes to external stakeholders, such as potential employers and professional organizations, ensuring transparency and fostering trust.

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

### **Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 2 (BBA, GEO)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 3 (Logistics, MA)**

**Recommendation(s):**

1. Expand engagement with logistics-specific industry stakeholders through advisory boards or partnerships to ensure alignment with professional standards. Fostering collaboration with industry stakeholders ensures that the skills and competencies developed align with professional standards and effectively prepare graduates for real-world applications in the logistics sector.

**Suggestion(s): None.**

## 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 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

#### Cluster and individual evaluation

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

The evaluation mechanisms for the learning outcomes of the programs in the cluster—the English-language BBA, Georgian-language BBA, and Master’s in Logistics—are still in development, reflecting the institution's status as a newly established university with no enrolled students at this stage. While the absence of an established student body limits the practical implementation of these mechanisms, the university has tried to design assessment methods that align with its stated objectives and the requirements of the National Qualifications Framework (NQF).

All programs employ a combination of direct and indirect methods, including written examinations, case studies, projects, and presentations. However, the mechanisms for evaluating the effectiveness of these methods, particularly in terms of a formalized evaluation cycle and stakeholder engagement, remain underdeveloped. The university's nascent stage provides an opportunity to establish robust frameworks as the programs evolve, but the current gaps highlight areas that require attention to ensure readiness for implementation.

Mechanisms for involving external stakeholders, such as employers and alumni, in the evaluation process are minimal across all programs. Similarly, the communication of evaluation results to stakeholders is limited, reducing transparency and opportunities for collaboration. These systemic gaps are understandable given the early stage of development but will need to be addressed as the programs mature.

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

##### **Description and Analysis - Programme 1 (BBA, EN)**

The English-language BBA program employs a structured assessment system designed to evaluate the achievement of learning outcomes through diverse methods, such as exams, projects, and presentations. These methods align with the program’s objectives and the National Qualifications Framework (NQF). However, as the program has not yet enrolled students, the mechanisms for monitoring and adjusting assessments based on actual outcomes are still theoretical.

The university has tried to design assessments that link to course-specific learning outcomes, but there is limited evidence of a formalized process to ensure systematic alignment. Stakeholder engagement in the evaluation process is minimal, with no structured mechanisms to incorporate feedback from employers or alumni. Benchmarks for evaluating the achievement of learning outcomes are absent, limiting the ability to measure progress effectively. The absence of practical implementation at this stage provides an opportunity to refine these mechanisms before the program begins operations.

##### **Description and Analysis - Programme 2 (BBA, GEO)**

The Georgian-language BBA program shares structural similarities with its English-language counterpart, including the use of diverse assessment methods tailored to course-specific objectives. While these methods provide a basis for evaluating learning outcomes, the program faces identical challenges in establishing a formalized evaluation cycle and integrating stakeholder feedback.

Benchmarks for learning outcomes remain undefined, and the program lacks systematic monitoring processes to ensure alignment between assessments and outcomes. Like the English-language BBA, the Georgian-language program would benefit from clearer communication strategies for sharing evaluation results with stakeholders. The program’s development stage presents an opportunity to incorporate these improvements proactively.

##### **Description and Analysis - Programme 3 (MA, Logistics)**

The Master's in Logistics program demonstrates significant potential but also faces notable challenges in its evaluation mechanisms. While the program employs methods such as written assignments, case studies, and thesis evaluations, these do not yet address the dual demands of practical and scientific rigor expected at the Master's level. The program does not provide sufficient depth in either practical applications or research-oriented assessments.

The absence of a formalized evaluation cycle further limits the program's ability to monitor and measure outcomes systematically. Stakeholder engagement is weak, with no evidence of structured collaboration with employers or alumni. Benchmarks for evaluating outcomes are missing, and feedback mechanisms for students are underdeveloped. However, the early stage of this program offers a chance to develop these mechanisms thoughtfully, ensuring that they meet both academic and industry standards.

#### **Evidences/Indicators**

- SER,
- Annexed Documents,
- Site-Visit Observations

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

1. Develop a standardized process across all programs for defining, collecting, and analyzing data on learning outcomes at regular intervals.
2. Define measurable benchmarks for each learning outcome to enable systematic monitoring and comparison.
3. Introduce structured mechanisms for incorporating feedback from employers, alumni, and other stakeholders into the evaluation process.
4. Provide clear rubrics and detailed feedback to students to ensure transparency and support continuous improvement.
5. Develop strategies for disseminating evaluation results to internal and external stakeholders to enhance transparency and trust.

**General suggestions of the cluster:** None.

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

##### **Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

## Programme 2 (BBA, GEO)

**Recommendation: None.**

**Suggestion(s): None.**

## Programme 3 (MA, Logistics)

**Recommendation(s):**

1. For the Master's in Logistics, ensure assessments adequately reflect both practical and research-oriented competencies.

## 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 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 1.4. Structure and Content of Educational Programme

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

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

### Cluster and individual evaluation

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

The educational programmes are designed following the Tbilisi International University methodology for planning, designing, and developing educational programmes. This methodology ensures that the programmes are aligned with the institution's mission, goals, and strategic plan. The development process involves multiple stakeholders, including academic staff, visiting staff, students, graduates, and employers, ensuring a comprehensive and collaborative approach.

The structure of the programmes is consistent and logical, facilitating the achievement of the programme learning outcomes. Each programme includes a clear sequence of courses and components that build upon each other, ensuring a coherent educational experience. The programmes are divided into mandatory and optional components, with a balance between theoretical knowledge and practical skills.

The content, volume, and complexity of the programmes correspond to the appropriate learning cycle. For example, the Bachelor's programmes are designed to provide broad knowledge and practical skills in business administration, while the Master's programmes focus on in-depth and systematic knowledge in specific areas such as logistics.

The programmes are designed in accordance with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS). Each programme specifies the number of ECTS credits, ensuring that the workload is appropriate and that the qualifications awarded are recognized both nationally and internationally.

The programme content and structure are consistent with the qualifications to be awarded and ensure the achievement of the programme learning outcomes. The learning outcomes are clearly defined and aligned with the objectives of the programmes, ensuring that graduates possess the necessary knowledge, skills, and competences.

The learning outcomes of the concentration or module (if any) of the major field of study are consistent with the overall learning outcomes of the programme. This alignment ensures that all components of the programme contribute to the achievement of the intended educational goals.

The programme structure is consistent, with teaching and scientific-research components logically organised. Each individual course is designed to contribute to the overall learning outcomes, and the progression from one component to the next is clearly defined. Admission preconditions to the next component are adequate, ensuring a smooth transition for students.

The programmes consider new research findings and modern scientific achievements. This is reflected in the inclusion of up-to-date literature, contemporary teaching methods, and the integration of current industry practices into the curriculum.

The content of the programmes, depending on the specificity of the field of study and the level of the programme, addresses key issues of internationalization. This includes the involvement of foreign professors, international mobility opportunities for students and staff, and the inclusion of global perspectives in the curriculum.

Programme development is a collaborative process that engages all stakeholders. Academic, research, and visiting staff, as well as students, graduates, and employers, are involved in the development and continuous improvement of the programmes. This collaborative approach ensures that the programmes remain relevant and responsive to the needs of the industry and society.

The HEI ensures the publicity and availability of information on the programmes. Detailed information about the programmes, including objectives, learning outcomes, admission requirements, and course descriptions, is available on the institution's website and other public platforms.

#### **Description and Analysis - Programme 1 (BBA, EN)**

The Bachelor's Degree Program in Business Administration is designed according to the HEI's methodology for planning, designing, and developing educational programmes. This methodology ensures that the programme aligns with the institution's mission, goals, and strategic plan. The development process involves multiple stakeholders, including academic staff, visiting staff, students, graduates, and employers, ensuring a comprehensive and collaborative approach. The structure of the programme is consistent and logical, facilitating the achievement of the programme learning outcomes. The programme includes a clear sequence of courses and components that

build upon each other, ensuring a coherent educational experience. The programme is divided into mandatory and optional components, with a balance between theoretical knowledge and practical skills.

The content, volume, and complexity of the programme correspond to the appropriate learning cycle. The Bachelor's programme is designed to provide broad knowledge and practical skills in business administration.

The programme is designed in accordance with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS). It includes 180 ECTS credits, ensuring that the workload is appropriate and that the qualifications awarded are recognized both nationally and internationally.

- Mandatory components of the main field of study - 165 credits
- Elective components of the main field of study - 10 credits
- General elective mandatory component - 5 credits

The content and structure of the programme ensure its individuality, by covering the program with specifics of subject benchmark issues, and at same time the program emphasizes logistics, supply chain management, the program has Bachelor's thesis 10 credits and project management 10 credits.

The programme content and structure are consistent with the qualifications to be awarded and ensure the achievement of the programme learning outcomes. The learning outcomes are clearly defined and aligned with the objectives of the programme.

The learning outcomes of the concentration of the major field of study are consistent with the overall learning outcomes of the programme.

But there are some small issues. In the sixth semester, circular economy is presented as an elective subject without a prerequisite. We understand that in the sixth semester, the student should have covered an economics principle course, however, we believe that this course should have economics as a prerequisite.

The business law component is well presented in the program, with courses 1. Business law and 2. Taxes and taxation are introduced together in the fourth semester. It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.

In spite of program is English language, and the students are coming there with high English knowledge, there are courses such as, ENGLISH LANGUAGE B2, BUSINESS ENGLISH 1, BUSINESS ENGLISH 2 and ACADEMIC WRITING AND CRITICAL THOUGHTS. They should be reworked to offer students more flexible opportunities.

The programme structure is consistent, with teaching and scientific-research components logically organised. Each individual course is designed to contribute to the overall learning outcomes, and the progression from one component to the next is clearly defined.

The programme considers new research findings and modern scientific achievements. This is reflected in the inclusion of up-to-date literature, contemporary teaching methods, and the integration of current industry practices into the curriculum.

The content of the programme addresses key issues of internationalization, international mobility opportunities for students and staff, and the inclusion of global perspectives in the curriculum.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The Bachelor's Degree Program in Business Administration is designed according to the HEI's methodology for planning, designing, and developing educational programmes. This methodology ensures that the programme aligns with the institution's mission, goals, and strategic plan. The development process involves multiple stakeholders,

including academic staff, visiting staff, students, graduates, and employers, ensuring a comprehensive and collaborative approach. The structure of the programme is consistent and logical, facilitating the achievement of the programme learning outcomes. The programme includes a clear sequence of courses and components that build upon each other, ensuring a coherent educational experience. The programme is divided into mandatory and optional components, with a balance between theoretical knowledge and practical skills. The content, volume, and complexity of the programme correspond to the appropriate learning cycle. The Bachelor's programme is designed to provide broad knowledge and practical skills in business administration.

The programme is designed in accordance with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS). It includes 180 ECTS credits, ensuring that the workload is appropriate and that the qualifications awarded are recognized both nationally and internationally.

- Mandatory components of the main field of study - 165 credits
- Elective components of the main field of study - 10 credits
- General elective mandatory component - 5 credits

The content and structure of the programme ensure its individuality, by covering the program with specifics of subject benchmark issues, and at same time the program emphasizes logistics, supply chain management, the program has Bachelor's thesis 10 credits and Project management 10 credits.

The programme content and structure are consistent with the qualifications to be awarded and ensure the achievement of the programme learning outcomes. The learning outcomes are clearly defined and aligned with the objectives of the programme.

The learning outcomes of the concentration of the major field of study are consistent with the overall learning outcomes of the programme.

But there are some small issues. In the sixth semester, circular economy is presented as an elective subject without a prerequisite. We understand that in the sixth semester, the student should have covered an economics principle course, however, we believe that this course should have economics as a prerequisite.

The business law component is well presented in the program, with courses 1. Business law and 2. Taxes and taxation are introduced together in the fourth semester. It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.

The programme structure is consistent, with teaching and scientific-research components logically organised. Each individual course is designed to contribute to the overall learning outcomes, and the progression from one component to the next is clearly defined.

The programme considers new research findings and modern scientific achievements. This is reflected in the inclusion of up-to-date literature, contemporary teaching methods, and the integration of current industry practices into the curriculum.

The content of the programme addresses key issues of internationalization, international mobility opportunities for students and staff, and the inclusion of global perspectives in the curriculum.

### **Description and Analysis - Programme 3 (MA, Logistics)**

The Master's Educational Program in Business Administration (Logistics) is designed according to the HEI's methodology for planning, designing, and developing educational programmes. This methodology ensures that the programme aligns with the institution's mission, goals, and strategic plan.

The structure of the programme is consistent and logical, facilitating the achievement of the programme learning outcomes. The programme includes a clear sequence of courses and components that build upon each other, ensuring a coherent educational experience.

The content, volume, and complexity of the programme correspond to the appropriate learning cycle. The Master's programme is designed to provide in-depth and systematic knowledge in logistics.

The programme is designed in accordance with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS). It includes 120 ECTS credits, ensuring that the workload is appropriate and that the qualifications awarded are recognized both nationally and internationally.

In the program 115 ECTS are mandatory and 5 ECTS are elective. Mandatory courses include Business communication, Academic Writing, Research methods in logistics, Innovation management, Digital Transformation, Quantitative training for managers, Strategic market management, Human resources management, Logistics Management, Global Business and marketing strategies, Operational management processes and supply chain management, Logistics business evaluation, Strategic management of logistics, Green Logistics, Project management in logistics, Practice in logistics and Master thesis preparation and defense.

Program is graduate level, most of the students already are working, and Practice in logistics should not be mandatory. Since the curriculum already includes courses that provide practical skills, this credit is best spent on elective courses or courses that will strengthen the program in the logistics direction. For example, these courses can be international trade agreements forms - INCOTERMS and customs procedures or taxation and financial reporting for managers. To strengthen practical issues, it is possible to introduce high-grade assignments, for example 40% or 30%, with a mandatory grade of 50% or more, into any courses. Such subjects can be Project management in logistics, Logistics business evaluation and Research methods in logistics

The content and structure of the programme ensure its individuality. The programme is tailored to meet the specific needs of the field of study and the target audience in the direction of logistics.

The programme content and structure are consistent with the qualifications to be awarded and ensure the achievement of the programme learning outcomes. The learning outcomes are clearly defined and aligned with the objectives of the programme.

The learning outcomes of the concentration or module (if any) of the major field of study are consistent with the overall learning outcomes of the programme.

The programme structure is consistent, with teaching and scientific-research components logically organised. Each individual course is designed to contribute to the overall learning outcomes, and the progression from one component to the next is clearly defined.

The programme considers new research findings and modern scientific achievements. This is reflected in the inclusion of up-to-date literature, contemporary teaching methods, and the integration of current industry practices into the curriculum.

Programme development is a collaborative process that engages all stakeholders. Academic, research, and visiting staff, as well as students, graduates, and employers, are involved in the development and continuous improvement of the programme.

The HEI ensures the publicity and availability of information on the programme. Detailed information about the programme is available on the institution's website and other public platforms.

#### **Evidences/Indicators**

- Self-evaluation Report
- Business administration - curriculum of the undergraduate educational program;
- Business administration - curriculum of the undergraduate educational program (English language);
- Business Administration (Logistics) - Curriculum of the Master's Undergraduate Education Program;
- Quality management policy (methodology and procedures for planning, development, and Rules for the development and implementation of educational programs;
- Panel interviews;
- Webpage: <https://iut.edu.ge/>

**General recommendations of the cluster:** None.

**General suggestion of the cluster:** None.

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

**Programme 1 (BBA, EN)**

**Recommendation(s):**

1. Circular economy should have a Principles of economics course as a prerequisite.
2. It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.
3. The mandatory English courses should be reworked to offer students more flexible opportunities.

**Suggestion(s): None.**

**Programme 2 (BBA, GEO)**

**Recommendation(s):**

1. Circular economy should have a Principles of economics course as a prerequisite.
2. It is better if business law is taught in a lower semester and taxes and taxation should be a prerequisite.

**Suggestion(s): None.**

**Programme 3 MA, Logistics)**

**Recommendation(s):**

1. Reallocate the Practice in Logistics Component to Elective Courses or Field-Specific Topics.

## 2. Strengthen Practical Application Through High-Impact Assignments in Key Courses

**Suggestion(s): None.**

### 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 (BBA, EN)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

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

### Cluster and individual evaluation

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

Each academic course/subject and the number of credits ensure the achievement of the defined learning outcomes. The content and learning outcomes of the academic courses/subjects in the main field of study mostly ensure the achievement of the programme learning outcomes. The learning outcomes of the academic courses/subjects mostly are in line with the programme learning outcomes. Each course is designed to contribute to the overall competencies required by the programme. The content of each academic course/subject mostly corresponds to its specific learning outcomes. Courses are regularly updated to reflect the latest trends and research in the field. The number of credits allocated to each course corresponds to the content and learning outcomes. The ratio between contact hours (lectures, seminars) and independent study hours is adequate and considers the peculiarities of each course. The number of contact hours is aligned with the content and learning outcomes of the course. Most learning outcomes of each academic course/subject is assessed through various methods, including exams, projects, presentations, and case studies. The assessment methods mostly ensure that students can demonstrate their understanding and application of the material.

### **Description and Analysis - Programme 1 (BBA, EN)**

The content of each academic course/subject and the number of credits are designed to ensure the achievement of the defined learning outcomes. The programme includes a mix of mandatory and optional courses, with a total of 180 ECTS credits. The courses mostly are 5 ECTS, there is BACHELOR THESIS and PROJECT MANAGEMENT are 10 ECTS. The programme is structured to provide a comprehensive understanding of business administration, covering areas such as management, marketing, finance, and operations.

The learning outcomes of each course are aligned with the overall programme learning outcomes. For example, courses in business management, marketing, and finance are designed to develop skills in strategic planning, market analysis, and financial decision-making.

Each course contributes to the development of competencies required for a Bachelor of Business Administration, ensuring that students are prepared for the demands of the business world.

The content of courses is tailored to meet its specific learning outcomes. For instance, the course on business management includes topics on organizational behavior, leadership, and strategic management, which are essential for achieving the course's learning outcomes.

There are some examples what course outcomes could not be achieved and and assess correctly according syllabus plan:

For example: course Financial accounting one of the outcomes in syllabus is - Determines the amount of taxes to be paid to the budget and accounting for it. But in the course plan there is only a week's topic - Accounts Payable (which includes generation and classification of liabilities; Accounting of short-term liabilities: accounting of trade-credit liabilities; accounting of short-term promissory notes; Accounting for advances and refundable deposits. Accounting of accrued liabilities: accounting of received promissory notes; accounting of received advances; Accounting of tax obligations: accounting of warranty obligations. Accounting for long-term liabilities) according of that This outcome cannot be achieved and measured well during the course, this outcome is not transformed in the program and has no high impact on the program outcome, but syllabuses should be revised to prevent similar errors to avoid following errors.

The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.

Every learning outcome of each course is assessed through various methods, including exams, projects, presentations, and case studies. This mostly ensures that students can demonstrate their understanding and application of the material. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

The curriculum is regularly updated to reflect the latest trends and research in the field of business administration. The number of credits allocated to each course corresponds to the content and learning outcomes. The ratio between contact hours (lectures, seminars) and independent study hours is balanced to ensure that students have adequate time to absorb and apply the material. The compulsory literature and other teaching and learning resources listed in the syllabi are selected to support the achievement of course and programme learning outcomes. These resources include textbooks, academic journals, and online databases. The study materials are up-to-date and reflect the latest research and developments in the field of business administration.

### **Description and Analysis - Programme 2 (BBA, GEO)**

The content of each academic course/subject and the number of credits are designed to ensure the achievement of the defined learning outcomes. The programme includes a mix of mandatory and optional courses, with a total of 180 ECTS credits. The courses mostly are 5 ECTS, there is BACHELOR THESIS and PROJECT MANAGEMENT are 10 ECTS. The programme is structured to provide a comprehensive understanding of business administration, covering areas such as management, marketing, finance, and operations.

The learning outcomes of each course are aligned with the overall programme learning outcomes. For example, courses in business management, marketing, and finance are designed to develop skills in strategic planning, market analysis, and financial decision-making.

Each course contributes to the development of competencies required for a Bachelor of Business Administration, ensuring that students are prepared for the demands of the business world.

The content of courses is tailored to meet its specific learning outcomes. For instance, the course on business management includes topics on organizational behavior, leadership, and strategic management, which are essential for achieving the course's learning outcomes.

There are some examples what course outcomes could not be achieved and and assess correctly according syllabus plan:

For example: course Financial accounting one of the outcomes in syllabus is - Determines the amount of taxes to be paid to the budget and accounting for it. But in the course plan there is only a week's topic - Accounts Payable (which includes generation and classification of liabilities; Accounting of short-term liabilities: accounting of trade-credit liabilities; accounting of short-term promissory notes; Accounting for advances and refundable deposits. Accounting of accrued liabilities: accounting of received promissory notes; accounting of received advances; Accounting of tax obligations: accounting of warranty obligations. Accounting for long-term liabilities) according of that This outcome cannot be achieved and measured well during the course, this outcome is not transformed in the program and has no high impact on the program outcome, but syllabuses should be revised to prevent similar errors to avoid following errors.

The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.

Every learning outcome of each course is assessed through various methods, including exams, projects, presentations, and case studies. This mostly ensures that students can demonstrate their understanding and application of the material. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

The curriculum is regularly updated to reflect the latest trends and research in the field of business administration. The number of credits allocated to each course corresponds to the content and learning outcomes. The ratio between contact hours (lectures, seminars) and independent study hours is balanced to ensure that students have adequate time to absorb and apply the material. The compulsory literature and other teaching and learning resources listed in the syllabi are selected to support the achievement of course and programme learning outcomes. These resources include textbooks, academic journals, and online databases. The study materials are up-to-date and reflect the latest research and developments in the field of business administration.

### **Description and Analysis - Programme 3 (MA, Logistics)**

The Master's Educational Program in Business Administration (Logistics) includes 120 ECTS credits, with a focus on advanced topics in logistics and supply chain management. The programme is designed to provide in-depth

knowledge and practical skills in logistics, preparing students for leadership roles in the field. The learning outcomes of most courses are aligned with the overall programme learning outcomes. Courses are designed to develop competencies in areas such as logistics management, supply chain strategy, and operations management. The programme prepares students to address complex logistics challenges and implement effective supply chain solutions. The content of most courses is tailored to meet its specific learning outcomes. For example, the course on logistics management includes topics on inventory management, transportation logistics, and warehouse operations.

The course outcomes are:

- Knowledge and understanding
  - Deepens knowledge of the studied theories and principles, modeling and functioning of logistics systems;
- Skills:
  - Carries out the work of finding, classifying and evaluating the technical and economic parameters necessary for the production of logistics operations.
  - Assesses the threats and risks in various areas of the logistics company's operation.
  - Manages logistics operations, transportation, marketing research and other activities;
- Responsibility and autonomy
  - Conducts logistics operations in compliance with the norms of collegiality, subordination and ethics.

It is unclear how the outcomes will be achieved and assessed because according to syllabus requirements there should be a senior logistic manager assistant, but during the interview, it was revealed that this may not have been a high-level logistics practice. The syllabus of the practice should be substantially revised, its outcome should be refined, and the assessment system should be brought into line in the outcome of the course. In addition, this course can be moved to an elective.

The curriculum is regularly updated to reflect the latest trends and research in logistics and supply chain management.

The number of credits allocated to each course corresponds to the content and learning outcomes. The balance between contact hours and independent study hours is maintained to ensure effective learning.

Every learning outcome of each course is assessed through various methods, including exams, projects, presentations, and case studies. This mostly ensures that students can demonstrate their understanding and application of the material. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction. The assessment methods are designed to evaluate both theoretical knowledge and practical skills.

The compulsory literature and other teaching and learning resources listed in the syllabi are selected to support the achievement of course and programme learning outcomes. These resources include textbooks, academic journals, and online databases.

The study materials are up-to-date and reflect the latest research and developments in the field of logistics and supply chain management.

The academic courses/subjects of the Business Administration programmes at Tbilisi International University mostly are well-structured and designed to ensure the achievement of the defined learning outcomes. The

content, credits, and study materials are aligned with the programme learning outcomes, providing students with the knowledge and skills needed to succeed in their respective fields. The assessment methods are comprehensive and ensure that every learning outcome is evaluated effectively.

#### **Evidences/Indicators**

- Self-evaluation Report
- Business administration - curriculum of the undergraduate educational program;
- Business administration - curriculum of the undergraduate educational program (English language);
- Business Administration (Logistics) - Curriculum of the Master's Undergraduate Education Program;
- Panel interviews;
- Webpage: <https://iut.edu.ge/>

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

1. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

**General suggestions of the cluster:** None.

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

#### **Programme 1 (BBA, EN)**

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

1. The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.
2. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

**Suggestion(s):** None.

#### **Programme 2 (BBA, GEO)**

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

1. The Bachelor thesis is assessing only in final phase, according there should be introduced an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.
2. In the program syllabuses there is a weak connection between learning outcome and assessment methods, especially in the skills development component, so the syllabi need to be revised in this direction.

**Suggestion(s):** None.

**Programme 3 (MA, Logistics)**

**Recommendation(s):**

1. The syllabus of the practice should be substantially revised, its outcome should be refined, and the assessment system should be brought into line in the outcome of the course. In addition, the practice course can be moved to an elective.

**Suggestion(s):** None.

**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 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (BBA, GEO)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

#### Cluster and individual evaluation

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

Prerequisites for the admission to the programmes submitted to the cluster accreditation take into account the specifics of the programmes, and ensure the inclusion of individuals with the knowledge, skills, and competencies necessary to complete the programme. The prerequisites for admission to the programmes are logically related to the programme outcomes, educational content, level, awarded qualification, and language of instruction and is accessible to all individuals interested in applying for the programmes.

The university has in place a methodology for planning the number of students and number of personnel, based on which the faculty, in coordination with the university's administrative structures, determines the number of students the programme can accommodate. The admission prerequisites and procedures are public and accessible on the University webpage of School of Business <https://iut.edu.ge/abiturientebisatvis/programebi/>.

#### Programme 1 (BBA, EN)

The admission requirements for the program are available at the following link <https://iut.edu.ge/en/skolebi/business-skola/programebi/business-administration/>.

The following applicants can be enrolled in the program:

- a) Holders of a document certifying the completion of general education or its equivalent, who have obtained the right to study at the university based on the Unified National Examinations.
- b) Foreign citizens and stateless individuals (except those who are simultaneously Georgian citizens) who have received or are receiving full general education in Georgia or its equivalent recognized by foreign or international programs.
- c) Georgian citizens who have received full general education or its equivalent abroad and who studied the last two years of general education abroad.

d) Foreign citizens (except students participating in joint higher education programs or exchange educational programs) who are studying/have studied and have obtained credits/qualifications at a foreign higher educational institution recognized according to the legislation of that country.

e) Georgian citizens (except students participating in joint higher education programs or exchange educational programs) who have lived/studied abroad for a period defined by the Ministry of Education, Science, Culture, and Sports of Georgia and have obtained credits/qualifications from a foreign higher educational institution recognized by that country's legislation.

f) Mobility students who have been enrolled at the university under Order No. N10/n (04.02.2010) of the Minister, in accordance with the procedure for transferring from one higher education institution to another.

In order to obtain the right to study at the "Business Administration" bachelor's English language educational program, it is necessary to pass the English language as a compulsory subject in the unified national exams and overcome the threshold of 70% or more.

The university conducts an interview/examination with applicants eligible for admission without the Unified National Examinations. They must demonstrate knowledge of the English language at the B1 level. These Applicants should have a certificate of at least B1 level of English language proficiency. In the absence of such a document, the applicant takes the exam in the exam center in a foreign (English) language.

## **Programme 2 (BBA, GEO)**

The admission requirements for the program are available at the following link <https://iut.edu.ge/en/skolebi/business-skola/programebi/business-administrireba-qartuli/>.

The following applicants can be enrolled in the program:

a) Holders of a document certifying the completion of general education or its equivalent, who have obtained the right to study at the university based on the Unified National Examinations;

b) Foreign citizens and stateless individuals (except those who are simultaneously Georgian citizens) who have received or are receiving full general education in Georgia or its equivalent recognized by foreign or international programs;

c) Georgian citizens who have received full general education or its equivalent abroad and who studied the last two years of general education abroad;

d) Foreign citizens (except students participating in joint higher education programs or exchange educational programs) who are studying/have studied and have obtained credits/qualifications at a foreign higher educational institution recognized according to the legislation of that country;

e) Georgian citizens (except students participating in joint higher education programs or exchange educational programs) who have lived/studied abroad for a period defined by the Ministry of Education, Science, Culture, and Sports of Georgia and have obtained credits/qualifications from a foreign higher educational institution recognized by that country's legislation;

f) Mobility students who have been enrolled at the university under Order No. N10/n (04.02.2010) of the Minister, in accordance with the procedure for transferring from one higher education institution to another.

The university conducts an interview/examination with applicants eligible for admission without the Unified National Examinations. It should be noted that according to the program description and the University web-site such applicants must demonstrate knowledge of the English language at the B1 level. The expert group considers that there must be a mistake and instead of the English language such applicants should demonstrate knowledge of Georgian language because the program is Georgian language program.

Recommendation: Applicants of Georgian Language Bachelor program who are eligible for admission without the Unified National Examinations must demonstrate knowledge of the Georgian language at least at the B2 level.

### **Programme 3 (MA, Logistics)**

The admission requirements for the program are available at the following link <https://iut.edu.ge/en/skolebi/business-skola/programebi/business-administrirebalogistika/>.

The following applicants can be enrolled in the program:

- a) 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 Common Master's Examination.
- b) Applicants for admission to the master's program must submit a document/certificate confirming the B2 level of English. If the person fails to present the relevant document/certificate, he/she must take the exam in a foreign (English) language at the university examination center.

A candidate who has a certificate confirming knowledge of the English language at the B2 level, as well as a candidate who has completed a full bachelor's or master's course in English, is exempt from the English language test.

- c) It is mandatory to pass the internal university exam in the specialty.

The internal university exam in the specialty and foreign language is mandatory for foreign citizens. Applicants should demonstrate knowledge of Georgian language because the program is Georgian language program.

Recommendation: Applicants of Georgian Language Master program who are eligible for admission without the Common Master Examination must demonstrate knowledge of the Georgian language at least at the B2 level.

It should be noted that the program description does not specify in which subject the entrance exam should be taken. There are no proposed exam questions or literature from which applicants can prepare for the admission exam in specialty. The program director noted during an interview with the expert group that, in her opinion, the entrance exam should consist of two parts: A motivational interview and a written exam in quantitative and mathematical skills. However, this proposal has not yet been discussed and approved by the university's councils.

Recommendation: Program description should specify in which subject the entrance exam should be taken. It should specify the proposed exam questions and literature from which applicants can prepare for the admission exam in specialty. All this information must be available on the University web-site.

### **Evidences/Indicators**

- Official web-site of the University <https://iut.edu.ge/en/>;

- Descriptions of the prerequisites of the programs on the University web-site [https://iut.edu.ge/en/abiturientebisatvis/programebi/?fbclid=IwAR0CQDURKbcg5Y\\_HVEPJ0sNTZ1A47mvFVIFerjo9vwza6oX4lpnzGqIF4](https://iut.edu.ge/en/abiturientebisatvis/programebi/?fbclid=IwAR0CQDURKbcg5Y_HVEPJ0sNTZ1A47mvFVIFerjo9vwza6oX4lpnzGqIF4);
- Educational programs and syllabi;
- Information about admission requirements of bachelor degree programs/ Questionnaire for the Education Management Information System;
- Methodology for defining the number of personnel;
- Methodology for defining the number of students;
- site-visit interviews with the University administration, quality assurance service, academic and invited staff, potential employers and partners from the industries;
- Self-Evaluation Report submitted by the University.

**General recommendations of the cluster: None.**

**General suggestions of the cluster: None.**

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

**Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 2 (BBA, GEO)**

**Recommendation(s):**

1. Applicants of Georgian Language Bachelor program who are eligible for admission without the Unified National Examinations must demonstrate knowledge of the Georgian language at least at the B2 level.

**Suggestion(s):**

**Programme 3 (MA, Logistics)**

**Recommendation(s):**

1. Applicants of the Georgian Language Master program who are eligible for admission without the Common Master Examination must demonstrate knowledge of the Georgian language at least at the B2 level.
2. Program description should specify in which subject the entrance exam should be taken. It should specify the proposed exam questions and literature from which applicants can prepare for the admission exam in specialty. All this information must be available on the University web-site.

**Suggestion(s):** None.

## 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 (Business Administration - Bachelor's Degree Program (English Language) )	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Administration - Bachelor's Degree Program (Georgian Language) )	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration (Logistics) - Master's Educational Program (Georgian Language))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

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

The educational programs at Tbilisi International University are designed to develop a comprehensive set of skills in students, including practical, scientific/research, creative/performance, and transferable skills. These programs aim to prepare students for the demands of the modern labor market and to foster their personal and professional growth.

Practical skills are emphasized through various components of the programs, ensuring that students gain hands-on experience and the ability to apply theoretical knowledge in real-world scenarios. Scientific and research skills are integral to the programs, with a strong focus on developing students' abilities to conduct systematic investigations and analyze data.

Both Bachelor's and Master's programs include research components such as the Bachelor's thesis and Master's thesis. These projects require students to conduct independent research, analyze data, and present their findings.

The University operates a business lab within the business school. Business Lab Provides: to support and consult the ideas of students, and graduates; facilitating the initiation of startups; dissemination of business news throughout the school and, if necessary, in the university space; to support the ideas of the school staff. The Laboratory currently is not working because there are not any students in business school. According to Panel Interviews they are planning to operate a business lab more effectively, as soon as they will have students.

Students are encouraged to participate in local and international scientific conferences, where they can present their research and engage with the academic community.

Creative and performance skills are nurtured through various activities and courses that encourage innovation and artistic expression.

Courses often include assignments that require creative problem-solving and innovative thinking. For example, the "Social Entrepreneurship" course encourages students to develop entrepreneurial ideas that address social issues. Students regularly present their projects and research findings, which helps them develop their performance and public speaking skills.

Transferable skills, such as communication, teamwork, and problem-solving, are developed throughout the programs to ensure students are well-rounded and adaptable. Many courses involve group projects and collaborative work, which help students develop their teamwork and communication skills.

The Career and Student Support Center offers training in resume writing, interview preparation, and other soft skills essential for career development.

All three programmes at Tbilisi International University ensure the development of students' practical, scientific/research, creative/performance, and transferable skills. The programmes are well-structured to provide hands-on experience, research opportunities, and creative projects, all supervised by qualified faculty. The university's agreements with employers and practice centers further support the achievement of the Programme learning outcomes.

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

##### **Description and Analysis - Programme 1 (BBA, EN)**

The programme ensures the development of practical skills through courses and projects that are conducted in English, preparing students for international business environments. Practical activities include case studies, simulations, and internships, providing hands-on experience.

Students complete a bachelor's thesis, which involves conducting research, analyzing data, and presenting findings in English. Participation in scientific conferences is encouraged, enhancing students' research skills.

Courses such as international marketing and global business strategies foster creativity and innovation. Students work on projects that require creative problem-solving and strategic thinking. Activities like presentations and group projects develop performance skills in an English-speaking context.

Qualified faculty members supervise students, providing guidance and evaluating their performance in practical and research activities. The university has agreements with international organizations for internships, ensuring that students gain relevant practical experience. Agreements with employers and practice centers outline the number of students, objectives, outcomes, and duration of practice. These agreements support the achievement of the programme learning outcomes.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The programme ensures the development of practical skills through various courses and projects that align with the learning outcomes. Students engage in practical activities such as case studies, simulations, and internships, which are designed to provide hands-on experience in business administration. The programme includes a research component where students are required to complete a bachelor's thesis. This involves conducting research, analyzing data, and presenting findings. Students have opportunities to participate in university, local, and international scientific conferences, enhancing their research skills. Courses such as marketing and entrepreneurship encourage creativity and innovation. Students work on projects that require creative problem-solving and strategic thinking. The programme includes activities like presentations and group projects that develop performance skills.

Students are supervised by qualified faculty members who provide guidance and evaluate their performance in practical and research activities. The university has agreements with various organizations for internships, ensuring that students gain relevant practical experience. The university has signed agreements with employers and practice centers that outline the number of students, objectives, outcomes, and duration of practice. These agreements support the achievement of the programme learning outcomes.

#### **Description and Analysis - Programme 3 (MA, Logistics)**

The programme focuses on advanced topics in logistics and supply chain management, ensuring the development of practical skills through courses and projects. Practical activities include case studies, simulations, and internships, providing hands-on experience in logistics.

Students complete a master's thesis, which involves conducting research, analyzing data, and presenting findings. Participation in scientific conferences is encouraged, enhancing students' research skills.

Courses such as logistics management and supply chain strategy encourage creativity and innovation. Students work on projects that require creative problem-solving and strategic thinking. Activities like presentations and group projects develop performance skills.

Students are supervised by qualified faculty members who provide guidance and evaluate their performance in practical and research activities. The university has agreements with logistics companies for internships, ensuring that students gain relevant practical experience.

Agreements with employers and practice centers outline the number of students, objectives, outcomes, and duration of practice. These agreements support the achievement of the programme learning outcomes.

### Evidences/Indicators

- SER,
- Annexed Documents,
- Site-Visit Observations

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** None.

**Recommendations and suggestions according to the programmes:** None.

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

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

The educational programs at Tbilisi International University are designed to utilize student-centered teaching and learning methods. These methods are tailored to the level of education, course content, and student

learning outcomes, ensuring their effective achievement. The teaching and learning methods are diverse, interactive, and flexible, catering to the individual needs of students, including international students.

Teaching and learning methods are aligned with the level of education and the specific content of each course. Methods are designed to meet the learning outcomes and sectoral benchmark requirements, ensuring comprehensive education.

Methods ensure active student engagement in the learning process. There is a strong emphasis on interaction between students and staff, as well as among students themselves. Students are encouraged to participate with appropriate autonomy and responsibility, fostering the development of critical and analytical skills. Teaching and learning methods are flexible to accommodate the individual needs of students. Individual programs are created and utilized based on the interests and academic readiness of students.

Academic, scientific, and invited staff consider the cultural and other needs of international students while establishing teaching, learning, and assessment methods.

The institution ensures electronic and distance learning methods are relevant to the field of study. These methods do not alter the objectives and learning outcomes of the programs.

The teaching and learning methods at Tbilisi International University are designed to be student-centered, interactive, and flexible. They ensure active engagement, cater to individual needs, and consider the cultural and other requirements of international students. The methods are aligned with the educational level and course content, ensuring the achievement of learning outcomes and the development of critical and analytical skills.

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

##### **Description and Analysis - Programme 1 (BBA, EN)**

- **Lecture:** Similar to the Georgian program, with an emphasis on interactive and critical analysis.
- **Teamwork and Discussion:** Enhanced focus on communication in English.
- **Explanation and Collaborative Work:** Group tasks and discussions to ensure understanding and application.
- **Problem-Based Learning (PBL):** Focus on developing skills relevant to an English-speaking business environment.
- **Case Study and Demonstration Method:** Analysis and visual presentation tailored to international business cases.
- **Practical Work:** Emphasis on practical tasks relevant to global business practices.
- **Induction and Deduction:** Logical reasoning processes.
- **Role Play and Presentation:** Development of skills in presenting and defending ideas in English.

##### **Description and Analysis - Programme 2 (BBA, GEO)**

- **Lecture:** Interactive lectures that convey the essence of the learning material, analyze facts and ideas, and clarify complex issues.
- **Teamwork:** Small group discussions to enhance understanding and application of textbook material.
- **Discussion:** Encourages student engagement and argumentation, developing their ability to justify opinions.

- **Explanation:** Reasoning around specific issues with detailed examples.
- **Collaborative Work:** Group tasks that ensure maximum student involvement.
- **Problem-Based Learning (PBL):** Develops skills in communication, teamwork, problem-solving, and independent learning.
- **Case Study:** Analysis of specific business cases to develop critical thinking.
- **Demonstration Method:** Visual presentation of information to enhance understanding.
- **Practical Work:** Hands-on tasks to develop practical skills.
- **Induction and Deduction:** Logical processes from specific to general and vice versa.
- **Role Play:** Simulated scenarios to understand different perspectives.

### Description and Analysis - Programme 3 (MA, Logistics)

- **Lecture:** In-depth interactive lectures focusing on advanced concepts in business management and logistics.
- **Teamwork and Discussion:** Small group discussions to enhance understanding of complex logistics issues.
- **Explanation and Collaborative Work:** Group tasks to solve real-world logistics problems.
- **Problem-Based Learning (PBL):** Development of advanced problem-solving skills in logistics.
- **Case Study:** Detailed analysis of logistics cases to develop strategic thinking.
- **Demonstration Method:** Visual presentations to illustrate logistics processes.
- **Induction and Deduction:** Logical reasoning applied to logistics scenarios.
- **Role Play and Presentation:** Development of skills in presenting logistics solutions and strategies.

### Evidences/Indicators

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

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** None.

**Recommendations and suggestions according to the programmes:** None.

### 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 (BBA, EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### Cluster and individual evaluation

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

The university has implemented a 100-point assessment framework that provides a nuanced approach to measuring student achievement. The evaluation system is fundamentally based on the "Rules for Calculating Credits for Higher Education Programmes" approved by Order N3 of the Minister of Education and Science of Georgia. The grading system encompasses five positive evaluation levels, ranging from Excellent (91-100 points) to Sufficient (51-60 points) and two negative evaluation categories. The evaluation of a student's educational performance involves an approach that integrates both mid-term and final assessments. Within the 100-point grading system, different assessment components are assigned specific percentage weights. The assessment framework prevents students from receiving course credits based exclusively on either interim or final examinations. In addition to the Business School having established minimum competency thresholds for interim assessments across all three programs, we also encounter minimum competency thresholds for individual midterm exam components. Specifically, the school has established a minimum competency threshold for midterm examinations (50%+1 point of the total assessment), which enables such components to be used in measuring learning outcomes, as students will necessarily complete various activities of the midterm examination.

The evaluation process is multifaceted, incorporating various assessment components and methods. These can range from traditional oral and written examinations to more interactive approaches such as presentations, group work, case studies, and class participation. The students are evaluated using a range of methods, including oral surveys, interactive question-and-answer sessions, multiple-choice assessments, practical work, presentations, role-playing exercises, and project evaluations. This multifaceted approach ensures a comprehensive assessment of student capabilities across different learning domains.

Each assessment method is carefully evaluated using predefined criteria that measure the student's understanding and performance. The grading methodology includes a minimum competency threshold for the final assessment, which is strategically capped at 60% of the total final evaluation. This approach ensures that students demonstrate

a comprehensive understanding across multiple assessment stages, rather than relying on a single evaluation method to determine their academic performance.

The university has developed a comprehensive strategy to enhance the reliability and precision of its evaluation methods. By carefully defining performance benchmarks for both assessment components and individual evaluation methods, the institution aims to create a direct connection between evaluation mechanisms and desired learning outcomes. This approach demonstrates a thoughtful commitment to ensuring that assessments are not merely administrative exercises, but meaningful tools that accurately measure and support student learning. The established standards serve as a framework that guides educators in creating assessments that are both rigorous and aligned with the core learning objectives of each study course. Through such meticulous planning, the university underscores its dedication to maintaining high-quality educational standards and providing meaningful feedback that supports student growth and academic development.

The assessment system is meticulously structured, with carefully weighted components. Intermediate assessments account for 60% of the total evaluation (where mid-term exams contribute 20%) and final assessments comprise 40%.

The assessment rules and features are further explained in specific syllabi, which are made accessible to all students through an electronic system <https://stud.iut.edu.ge/>. Lecturers are obligated to introduce students to the peculiarities of assessment in the very first week of studies. This practice ensures that students are informed about the evaluation methods and criteria from the outset of their courses.

The evaluation system incorporates fairness mechanisms that provide students with opportunities for improvement. In cases of marginal performance, students are offered additional examination opportunities. The system allows for re-examination and provides a structured approach to addressing potential shortcomings in student performance. Regulations for conducting examinations are publicly accessible through the institution's website, providing clear guidance on assessment procedures. Students are afforded multiple avenues to understand and engage with their evaluation process. The system includes detailed mechanisms for appealing evaluation results, as well as for the defense of Bachelor's and Master's theses, with a commitment to addressing student concerns within a reasonable timeframe. An appealing process may involve reviewing evaluation results and making a decision by other evaluators. Course providers actively inform students about the appeal processes, further enhancing the transparency of the assessment system.

Recognizing the importance of academic honesty, the university has invested in integrity safeguards. An anti-plagiarism program (plagiat.pl) has been implemented, specifically targeting bachelor's and master's theses. The institution will conduct informational and training modules to cultivate a culture of academic integrity, demonstrating a proactive approach to maintaining educational standards. For further improvement, the institution may develop and implement comprehensive strategies to address and prevent AI-generated plagiarism, with particular emphasis on English language BA program where detection may be not difficult. We suggest implementing an approach that encompasses several areas. First, the institution should develop specific assessment policies that address AI-generated content, including clear definitions and consequences for AI plagiarism in course

syllabi or/and academic integrity documents (such as the already existing document - “How to Detect and Respond to Plagiarism”). This should be accompanied by the integration of AI detection tools into the evaluation process. Regular faculty training is essential and should cover current AI capabilities and limitations, detection of AI-generated content, design of AI-resistant assignments and best practices for maintaining academic integrity in the digital age. Equally important are student education initiatives that focus on the ethical use of AI tools, understanding the importance of original work, proper citation and attribution practices and the consequences of AI plagiarism. The institution should regularly review and update these measures to keep pace with advancing AI technology. All procedures should be thoroughly documented, and their effectiveness should be systematically evaluated through regular feedback from both faculty and students.

The clustered programs are committed to providing constructive feedback that supports students’ academic and personal development. Through carefully designed assessment processes, students will receive detailed evaluations, offering insights into their learning achievements and potential areas of growth. Each assessment is structured to provide meaningful commentary that not only reflects attainment of specific learning outcomes but also offers targeted guidance for personal and academic enhancement. The feedback mechanism is intentionally developed to be both formative and developmental, enabling students to understand their current academic standing while simultaneously providing strategic recommendations for future improvement. By emphasizing individualized reflection and constructive guidance, the programs ensure that students are empowered to engage actively in their own learning journey and develop critical self-assessment skills.

The institution has established a digital assessment framework that can be implemented when traditional in-person evaluations are not possible. This adaptive methodology ensures that each academic component maintains its core educational integrity and learning objectives, regardless of the delivery method. By integrating technological solutions and pedagogical strategies, the institution can effectively transition assessment processes to online platforms without compromising academic standards. The e-learning evaluation approach is crafted to accommodate diverse learning environments, providing students with assessment experiences that may accurately reflect the specific requirements of each course. However, the institution can develop and enhance its e-learning capabilities in alignment with emerging legislative frameworks governing digital educational methodologies. As the institution contemplates a more comprehensive integration of online learning components into its academic curriculum, a systematic approach will be undertaken to identify and evaluate specific program segments most suitable for digital transformation. This strategic assessment will carefully consider the prescribed credit limitations applicable to both BA and MA programs, ensuring that the implementation of e-learning technologies remains compliant with established academic standards and regulatory guidelines. The deliberate and measured approach will enable the university to thoughtfully expand its digital learning infrastructure, maximizing educational flexibility and satisfying the upcoming demand of the students for e-learning.

#### **Description and Analysis - Programme 1 (BBA, EN)**

The student assessment system for the English-language Bachelor of Business Administration (BBA) program at the International University in Tbilisi uses structured methods to evaluate student achievement. The program ensures

that assessment components align with the specificities of individual courses and correspond to intended learning outcomes, though areas for improvement remain.

The methods employed reflect the diversity of the curriculum. Quantitative courses, such as finance and accounting, rely on exercises and exams to evaluate analytical skills, while subjects like business ethics or strategic management use essays, projects, and presentations to assess critical thinking and ethical reasoning. While these approaches align with course content, ensuring consistent implementation and systematic monitoring of learning outcomes across courses requires further attention.

Assessments are linked to learning outcomes outlined in course syllabi, but documentation of how these links are regularly reviewed and adjusted is limited. A balanced use of direct and indirect methods—including exams, projects, participation, and reflective essays—is evident, but clearer mechanisms for ensuring consistency in grading and feedback are necessary. Strengthening the use of rubrics and systematic reviews would enhance fairness and transparency.

The BA thesis evaluation follows a dual-assessment structure, incorporating both formative and summative elements. The assessment is distributed across two main phases, with the midterm assessment comprising 60% of the total evaluation (60 points) and the final assessment accounting for 40% of the total evaluation (40 points). The complete framework of preparation and defense procedures is documented separately in the instructions for completing the bachelor's thesis.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The student assessment system for the Georgian-language Bachelor of Business Administration (BBA) program is structurally identical to the English-language program. Assessment components align with course-specific requirements and intended learning outcomes, using similar methods for evaluating student achievement. Quantitative courses focus on problem-solving and analytical tasks, while qualitative subjects emphasize written and oral evaluations.

As with the English-language program, areas needing attention include ensuring consistent application of assessment methods, systematically aligning learning outcomes with assessments, and improving feedback mechanisms. Strengthened monitoring processes and clearer use of rubrics would enhance transparency and support comprehensive evaluation.

The BA thesis evaluation follows a dual-assessment structure, incorporating both formative and summative elements. The assessment is distributed across two main phases, with the midterm assessment comprising 60% of the total evaluation (60 points) and the final assessment accounting for 40% of the total evaluation (40 points). The complete framework of preparation and defense procedures is documented separately in the instructions for completing the bachelor's thesis.

#### **Description and Analysis - Programme 3 (MA, Logistics)**

The student assessment system for the Master's in Business Administration (Logistics) program presents significant challenges in aligning with the expected criteria. The program struggles to balance its practical and scientific dimensions, failing to deliver strongly on either front.

While the program employs some standard assessment methods, such as case studies, projects, and written examinations, these do not adequately reflect the complexity required for a Master's program. The practical components lack sufficient depth, with limited evidence of industry-relevant applications or projects that engage real-world logistics challenges. Similarly, the scientific aspects are underdeveloped, with minimal focus on research-oriented assessments or the integration of advanced theoretical models.

The link between assessments and learning outcomes is inconsistent. While the intended outcomes aim to develop advanced logistics competencies, the assessment methods fail to provide a comprehensive evaluation of these skills. Rubrics and grading criteria are not well-documented, and there is no evidence of systematic monitoring or adjustments to ensure that assessments measure learning outcomes effectively.

Additionally, feedback mechanisms are underutilized, reducing opportunities for students to understand their progress and improve their performance. The absence of clear guidelines for evaluating research projects or practical applications further weakens the program's ability to deliver meaningful assessments.

The practical component employs a standardized 100-point evaluation system, aligned with legislative requirements. The assessment structure specifies a maximum achievable score of 100 points with a minimum passing threshold of 51 points. Within this framework, the practical activity evaluation has a ceiling of 60 points. The assessment process integrates multiple evaluators and criteria through a joint evaluation by the practice supervisor and mentor. The assessment factors encompass student engagement level, performance characterization, on-site activity evaluation, quality of practice report and defense presentation before the commission.

The Master's degree programme affirms and substantiates the implementation of a comprehensive, transparent and equitable framework for thesis defense and evaluation. The established procedural mechanism ensures academic scrutiny through a systematic peer review process conducted by a qualified commission and reviewer. This evaluation approach is designed to maintain the highest standards of academic integrity, providing students with a clear, objective and professionally administered assessment of their scholarly research and academic achievements. The commission-based review process guarantees multiple expert perspectives, ensuring a balanced, comprehensive and fair evaluation of the thesis, thereby upholding the academic credibility and scholarly rigor essential to advanced academic research and knowledge development. Looking through the provided documentation, the group of experts suggest correcting technical errors in the MA program document, specifically the negative assessment system for the master's thesis, to align the negative assessments with the scientific-research component assessment system stipulated in the Minister's order and Institution's MA provision.

The Quality Assurance department, in collaboration with Program Leaders, implements a systematic approach to analyzing evaluation results and incorporating findings into teaching process improvements. This analysis involves

multiple stakeholders and follows a structured process to ensure effective implementation of necessary changes. The Quality Assurance department collects various forms of evaluation data through diverse tools, including student feedback, course assessments, teaching evaluations and program outcomes. This data undergoes thorough analysis to identify patterns, trends, and areas requiring attention. Program Leaders play a crucial role in contextualizing this data within their specific academic domains and developing targeted improvement strategies.

### **Evidences/Indicators**

- Business Administration - Bachelor's Degree Program (ENG);
- Business Administration - Bachelor's Degree Program;
- Business Administration (Logistics) - Master's Educational Program
- Clustered programs syllabi;
- Bachelor's provision;
- Master's provision;
- Educational Process Regulations of Tbilisi International University;
- E-Learning Rule;
- Code of ethics;
- Rules for Detecting and Responding to Plagiarism;
- Regulations for conducting examinations;
- SER;
- Additionally requested documentation - Plagiat.pl - Contract (1)-SIGNED VM;
- Additionally requested documentation- Communication between IUT and Plagiat.pl via mail;
- Additionally requested documentation N29 - Evaluation of Research Component Implementation by Students;
- Additionally requested documentation N30 - Evaluation of Master's Student's Scientific Supervisor/Co-supervisor;
- Additionally requested documentation N31 - Student Evaluation of the Practical Component;
- Additionally requested documentation N32 - Student Evaluation of the Course;
- Interview results;
- Web-site <https://iut.edu.ge/>

**General recommendations of the cluster:** None.

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

1. It is suggested to revise institution's e-learning regulations to closely align with the most recent legislative developments in e-learning education, particularly when preparing to actively integrate online learning components into the academic curriculum;
2. It is suggested to develop specific assessment policies that address AI-generated content, including clear definitions and consequences for AI plagiarism in course syllabi or/and academic integrity documents (such as the already existing document - "How to Detect and Respond to Plagiarism").

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

**Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 2 (BBA, GEO)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 3 (Logistics, MA)**

**Recommendation(s):**

1. Introduce research-based assessments, such as thesis work or advanced modeling tasks, to strengthen the program's academic foundation.
2. Ensure that all assessments are explicitly linked to learning outcomes and are regularly reviewed for effectiveness.
3. Implement clear grading rubrics and provide detailed feedback to students to enhance their understanding of performance expectations.
4. Establish mechanisms for regular review and adjustment of assessment methods to maintain relevance and quality.
5. The assessment system for the master's thesis be adjusted in the Business Administration (Logistics) Master's Educational Program document, specifically to correct the technical error in the negative assessments and align the negative assessments with the scientific-research component assessment system stipulated in the Minister's order and Institution's MA provision.

**Suggestion(s): None.**

**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 (BBA, EN)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### 3.1 Student Consulting and Support Services

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

#### Cluster and individual evaluation

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

In terms of consultation and support for learning process planning, the institution has implemented a system that provides support from the beginning of the student's first year. New students receive two weeks of information meetings at the start of the academic year to facilitate their adaptation to university life. The electronic "Educational Process Management System" serves as a primary platform for communication and information sharing, allowing students to access necessary resources and communicate with lecturers and administration staff through individual login credentials.

Academic achievement support service is administered through several channels. The Institution outlines that both academic and administrative staff have designated consultation hours built into their workloads. The Department of Educational and Administrative Affairs Management, along with academic and visiting staff, provides direct

support to students. The system appears to provide individualized assistance, with students having the freedom to choose educational courses aligned with their interests while receiving guidance about mandatory requirements. Furthermore, the Program Leaders will be strongly committed to ensure the diverse and productive learning environment for their students.

Career development support is extensively detailed through the Career and Student Support Center's various initiatives. The center offers regular consultation hours on Tuesdays and Thursdays from 12:00 to 13:00, providing guidance on practical career preparation skills such as resume writing and cover letter development. The center will maintain active engagement with students through social media groups, facilitating real-time information sharing about employment opportunities and study programs.

Regarding the opportunity for diverse learning processes, the institution will use diverse opportunities. Students can participate in various educational experiences, including:

- International mobility programs through partnerships with international partner universities (mobility programs via ERASMUS+ and bilateral agreements)
- Annual open international scientific conferences;
- Non-formal education opportunities through public lectures and certified training programs;
- Regular interaction with potential employers through monthly meetings and employer forums;
- Internship opportunities through university partnerships with both private and public sectors.

The institution has also implemented support mechanisms for specific student groups, including transparent policies for socially vulnerable students and those with disabilities, ensuring equal access to educational opportunities and support services.

Considering the fact that the programs are new and there are no evidence of practical implementation of those services, the institution has a potential to transfer the theoretical framework of those services into the practice and demonstrate the compliance to the standard component.

Nevertheless, the group of experts would like to suggest the institution to further strengthen their services, once the programs are running and the institution has a number of students. Particularly, the institution may:

- Implement a peer mentoring system where senior students support first-year students, complementing the existing orientation program. This would provide continuous support throughout the academic year and help build a stronger student community.
- While the current electronic management system is functional, enhance the system by developing a mobile application version to improve accessibility. The system could also incorporate automated scheduling for consultation hours and integrate learning analytics to help track student progress and engagement patterns. Implementing virtual consultation options would increase flexibility for students who cannot attend in-person meetings.

- Develop short-term exchange programs or summer schools with partner institutions. Creating virtual international collaboration projects would allow more students to gain international experience without the need for travel.
- Expand the international university partnership network to offer students more diverse mobility opportunities;
- Establish more partnerships with local organizations for service-learning opportunities that would enhance practical experience opportunities. Creating student-led community service initiatives would strengthen the university's community connections and provide leadership opportunities for students.
- Expand its services by creating an alumni mentorship network, connecting future students with graduates working in their fields of interest. Developing industry-specific career tracks with targeted workshops, training and networking events would provide more specialized career preparation.

### **Evidences/Indicators**

- [Student support mechanisms;](#)
- [Policy of educational services for students with disabilities;](#)
- [Career support mechanisms;](#)
- [The rule of production of the electronic system of educational process management;](#)
- [University's provision;](#)
- [Business School's provision;](#)
- Administrative and support staff job descriptions;
- Provisions of the structural units;
- Additionally requested documentation - Memoranda;
- Additionally requested documentation - Planned Consulting Services schedule;
- SER;
- Interview results;
- Web-site <https://iut.edu.ge/>

**General recommendations of the cluster:** None.

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

1. Implement a peer mentoring system where senior students support first-year students, complementing the existing orientation program. This would provide continuous support throughout the academic year and help build a stronger student community.
2. Enhance the electronic management system by developing a mobile application version to improve accessibility.
3. Develop short-term exchange programs or summer schools with partner institutions.
4. Expand the international university partnership network to offer students more diverse mobility opportunities.
5. Establish more partnerships with local organizations for service-learning opportunities that would enhance practical experience opportunities. Creating student-led community service initiatives would strengthen the university's community connections and provide leadership opportunities for students.

6. Expand its services by creating an alumni mentorship network, connecting future students with graduates working in their fields of interest. Developing industry-specific career tracks with targeted workshops, training and networking events would provide more specialized career preparation.

### Recommendations and suggestions according to the programmes:

#### Programme 1 (BBA, EN)

**Recommendation: None.**

**Suggestion(s): None.**

#### Programme 2 (BBA, GEO)

**Recommendation: None.**

**Suggestion(s): None.**

#### Programme 3 (MA, Logistics)

**Recommendation(s): None.**

**Suggestion(s): None.**

### 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 (BBA, EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

#### **Cluster and individual evaluation**

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

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

The institution demonstrates strengths in establishing clear supervisory structures through well-defined qualification requirements. Supervisors must possess a doctorate or equivalent degree, maintain active research engagement and demonstrate relevant scientific publications. The provision for co-supervision arrangements enhances flexibility and potentially enriches the supervision quality by allowing both academic and practical expertise to support student's research endeavors.

The appointment, replacement, rights and obligations of master's thesis supervisors and co-supervisors, as well as general supervision matters, are regulated by the University's Master's provision and the educational program syllabus. The hourly workload for thesis supervision included in the semester workload of academic and/or invited personnel should not exceed 4 hours per week. No separate contract is concluded for master's thesis supervision apart from the contracts signed with academic and invited personnel. Consequently, the primary documents defining rights and obligations, besides the contract forms for academic and invited personnel, are the aforementioned Master's Degree Regulations and the master's thesis syllabus.

The selection of the master's thesis topic is conducted by the master's student in agreement with the prospective thesis supervisor. The student selects a topic, coordinates it with the potential supervisor and applies to the Dean regarding the approval of the thesis topic and supervisor/co-supervisor no later than the first academic week of the semester.

The general topics and directions of master's theses, indicating prospective thesis supervisors, are made available to master's program students and are updated before the beginning of each new academic year. The Dean presents the student's chosen topic and agreed-upon supervisor/co-supervisor candidacy to the School Council for consideration. The School Council approves the list of master's thesis topics and thesis supervisors/co-supervisors no later than the second academic week, which is reflected in the School Council meeting minutes.

After the School Council approves the master's thesis topic, the student begins working on the thesis with their supervisor. Changes to the thesis supervisor/co-supervisor at the student's initiative are only possible within the first four weeks following the supervisor/co-supervisor's appointment. Changes in supervision due to modifications in employment conditions or other valid reasons must be coordinated with the student by the School.

The master's thesis topic may be changed within the first four weeks following the topic's approval. Non-substantial editing of the thesis title is permitted if half of the current semester has not elapsed.

Even though the MA thesis completion regulations are in place and to some extent well detailed, to further enhance the quality of MA works and in general - the research output, we would like to propose a few enhancement mechanisms, particularly in the structure/architectonics of MA theses. The introductory chapter of a master's thesis must incorporate research questions, which are particularly crucial for qualitative research methodologies. These questions serve as the fundamental framework that guides the entire research process. Their inclusion is essential as they establish the precise scope and direction of the research, enabling focused and purposeful research outcomes. In cases involving quantitative research methodologies, the incorporation of hypotheses is predominant. Hypotheses serve as testable predictions that bridge theoretical foundations with empirical research. Their inclusion provides a clear framework for statistical analysis and subsequent interpretation of results, thereby strengthening the scientific rigor of the research.

Of critical importance is the literature review section within the introductory chapter. This component represents an indispensable element of the research process and must be comprehensively addressed by the master's candidate in the introductory chapter. The literature review serves multiple crucial functions: it establishes the theoretical foundation for the research, demonstrates the candidate's thorough understanding of existing scholarly works in the field, identifies gaps in current knowledge and positions the present research within the broader academic discourse.

The implementation of these structural elements will significantly enhance the integrity of master's theses. This enhancement will manifest in several ways - improved logical flow of arguments, stronger theoretical underpinning and clearer demonstration of the research's contribution to the field. Furthermore, these requirements align with international academic standards and best practices in graduate-level research.

Regarding the supervisor-student ratio, the institution implements a specific numerical limitation of five master's students per supervisor, per each academic semester. The allowance for co-supervision provides an additional mechanism for distributing supervisory responsibilities and potentially enhancing the quality of guidance provided to students.

To evaluate the quality of the master's thesis supervisor's work, the University's Quality Assurance department has developed quality assurance mechanisms that are an integral part of the unified quality assurance system. Questionnaires are utilized to assess the quality of the supervision process. Since the educational program is new and experts do not yet have quality assessment results, it is difficult to determine whether these mechanisms ensure effective implementation and/or development of the supervision process.

However, we would suggest that the institution consider implementing an interim evaluation of the master's thesis supervision process, as the Quality Assurance Office currently only examines the final results after the completion of the scientific-research component. Implementation of interim evaluation would enable the prevention of various obstacles and increase the effectiveness of the supervisory process. For instance, the institution could establish a "preliminary defense" of the master's thesis, where both the thesis supervisor and the student would present on the progress of the thesis work. Additionally, during the intermediate stage of thesis completion, it would be

possible to distribute a brief questionnaire and/or conduct direct interviews with master's students regarding the thesis development process.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 3 (Business Administration (Logistics), MA)</b>	
Number of master's theses supervisors	13
Number of master's students	15
Ratio - supervisors of master's theses/master's students	13/15

#### **Evidences/Indicators**

- Business Administration (Logistics) MA program;
- MA theses syllabus;
- [MA provision](#);
- [Employment Policy](#);
- Master's personnel research activities;
- Additional requested documentation - Methodology for defining the number of personnel and number of students per educational program;
- Additional requested documentation - N29 - Evaluation of Research Component Implementation by Students;
- Additional requested documentation N30 - Evaluation of Master's Student's Scientific Supervisor/Co-supervisor;

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

##### **Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

##### **Programme 2 (BBA, GEO)**

**Recommendation: None.**

**Suggestion(s): None.**

##### **Programme 3 (Logistics, MA)**

**Recommendation(s):**

1. It is recommended to modify MA theses structure/architectonics, particularly to incorporate research questions (for qualitative research), hypothesis (for quantitative research) and literature review in the introductory chapter of MA theses.

**Suggestion(s):**

1. It is suggested to consider implementing an interim evaluation of the master's thesis supervision process via a "preliminary defense" of the master's thesis. Additionally, during the intermediate stage of thesis completion, it would be possible to distribute a brief questionnaire and/or conduct direct interviews with master's students regarding the thesis development process.

.....

**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 3 (Business Administration (Logistics), MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

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

**4. Providing Teaching Resources**

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

**4.1 Human Resources**

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
  - The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
  - The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
  - Programme students are provided with an adequate number of administrative and support staff with relevant competence.
- 

#### Cluster and individual evaluation

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

The staffing arrangements for the cluster of programs at Tbilisi International University highlight significant variation and raise concerns about sustainability and academic quality. While the English-language and Georgian-language BBA programs have foundational structures in place, there is a notable overreliance on invited staff. This imbalance limits the programs' ability to deliver consistent, research-driven, and high-quality education. Full-time academic staff are essential for fostering long-term program development, ensuring alignment with institutional goals, and engaging meaningfully with students.

The Master's in Logistics program faces even greater challenges, with staffing arrangements insufficient to address the program's dual demands of practical application and research excellence. The lack of academic and invited staff with specialized expertise in logistics and supply chain management undermines the program's ability to meet its objectives and accreditation standards. Administrative and support staff, while functional, require further enhancement to support the unique needs of a graduate-level logistics program.

As a cluster, the programs demonstrate a systemic need to increase the proportion of full-time academic staff. While invited staff bring practical insights, their transient nature limits their contribution to research, curriculum development, and institutional growth. Addressing this imbalance through targeted recruitment and professional development of full-time academic staff is critical for achieving consistent quality and sustainability across the cluster.

#### **Description and Analysis - Programme 1, 2 (Business Administration English-language BBA and Georgian-language BBA):**

The staffing arrangements for the English-language BBA and Georgian-language BBA programs at Tbilisi International University provide a foundational structure for the delivery of the educational process. However, the current composition of staff reveals an overreliance on invited staff, with only 6 to 7 full-time academic staff supporting a much bigger number of invited staff. This imbalance raises concerns about the sustainability and academic integrity of the programs, particularly in relation to research output, mentorship, and the consistency of teaching quality.

While the program staff possess the necessary competencies to support students in achieving the program learning outcomes, the limited number of full-time academic staff impacts the institution's ability to meet broader academic responsibilities, such as research development and curriculum enhancement. Invited staff, while contributing valuable practical insights, often lack the capacity to engage in long-term academic planning or institutional

initiatives. A stronger emphasis on increasing the number of full-time academic staff would address these gaps and ensure a more robust academic foundation.

The head of each BBA program demonstrates adequate knowledge and involvement in program implementation, and administrative and support staff provide necessary assistance to students. However, the overdependence on invited staff limits the potential for sustained improvements in program quality and alignment with the institution's mission and strategic goals. Increasing the proportion of full-time academic staff would enhance the programs' capacity for research, ensure consistency in teaching, and foster deeper engagement with students, contributing to the long-term success and credibility of the programs.

### Description and Analysis

<b>Programme 1 (BA, ENG)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	7	7	7	3
- Professor	4	4	4	2
- Associate Professor	-	-	-	-
- Assistant-Professor	3	3	3	1
- Assistant	-	-	-	-
<b>Invited Staff</b>	18	12	18	-
<b>Scientific Staff</b>				-

<b>Programme 2 (BA, GEO)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	14	13	13	5

- Professor	5	5	5	2
- Associate Professor	5	5	5	2
- Assistant-Professor	3	3	3	1
- Assistant	1	-	-	-
Invited Staff	13	13	13	-
Scientific Staff				-

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

The staffing arrangements for the Master's in Logistics program, however, present notable challenges. While the head of the program demonstrates general administrative competence and is involved in program implementation, the specific expertise required for a graduate-level logistics program is less evident. The program would benefit from the inclusion of academic and invited staff with advanced qualifications and practical experience in logistics and supply chain management.

Furthermore, the number and workload of program staff are insufficient to support the dual demands of practical and research-oriented learning outcomes. The absence of staff with specialized expertise in logistics undermines the program's ability to fully align with its stated objectives and meet accreditation standards. Administrative and support staff provide baseline assistance, but their capabilities could be enhanced to address the specific needs of a logistics-focused program.

<b>Programme 3 (MA, Logistics)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	8	8	8	1
- Professor	4	4	4	-
- Associate Professor	2	2	2	1
- Assistant-Professor	2	2	2	1

- Assistant	-	-	-	-
Invited Staff	8	8	8	-
Scientific Staff				-

#### Evidences/Indicators

- SER,
- Annexed Documents,
- Site-Visit Observations

#### General recommendations of the cluster:

1. Increase academic staff to ensure a better balance between permanent and invited personnel.

**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 (BBA, EN)

**Recommendation: None.**

**Suggestion(s): None.**

#### Programme 2 (BBA, GEO)

**Recommendation: None.**

**Suggestion(s): None.**

#### Programme 3 (MA, Logistics)

**Recommendation(s):**

1. Increase academic and invited staff with advanced qualifications and practical experience in logistics and supply chain management.

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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

#### Cluster and individual evaluation (MA, Logistics)

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

In a regulatory documents, as a Instructions for completing the master's thesis explains the supervisor of a master's thesis is required to hold a doctorate or an equivalent scientific degree, possess scientific-pedagogical work experience, actively participate in scientific research, and have published scientific works or publications relevant to the general theme and direction of the master's thesis.

In alignment with the specific requirements of the educational program, a co-supervisor without a PhD may be approved if they bring substantial practical expertise in the relevant field.

The primary role of the master's thesis supervisor is to guide the student in planning and executing research on their chosen topic. This includes providing advice and instructions on the research process, addressing specific challenges, and monitoring the progress to ensure that the student follows a well-structured research plan. The supervisor also verifies the quality and adherence to the objectives of the research at each stage.

As academic staff explained during the interview upon completion of the thesis, the supervisor prepares a formal evaluation or conclusion, which is appended to the submitted master's thesis.

In the Master of Logistics program, there are 13 master’s thesis supervisors, consisting of 4 university professors, 2 assistant professors, and 7 invited staff members. All supervisors possess the necessary qualifications, relevant experience, and educational background to effectively guide students in their thesis work. Additionally, individual communication with the supervisors has demonstrated their motivation and commitment to supporting students in the future.

While the current ratio of professors to invited staff (6:7) indicates a potential long-term sustainability concern, the overall number and qualifications of supervisors are sufficient to support the program's goals and maintain academic standards.

<b>Programme 3 (MA, Logistics)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	13	13	1
- Professor	4	4	-
- Associate Professor	-	-	-
- Assistant-Professor	2	2	1
<b>Invited Staff</b>	7	7	-
<b>Scientific Staff</b>			-

#### **Evidences/Indicators**

- Interview with academic staff
- [Instructions for completing the master’s thesis](#)
- Human resources implementing the program (Appendix 5).
- Personal files of implementing staff (Appendix 5);

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** None.

**Recommendations and suggestions according to the programmes:** None.

**Programme 1 (BBA, EN)**

**Recommendation:** None.

**Suggestion(s):** None.

**Programme 2 (BBA, GEO)**

**Recommendation:** None.

**Suggestion(s):** None.

**Programme 3 (MA, Logistics)**

**Recommendation(s):**

1. Increase academic staff with advanced qualifications in logistics and supply chain management.

**Suggestion(s):**

.....

**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 3 (Logistics, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.3 Professional Development of Academic, Scientific and Invited Staff**

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

**Cluster and individual evaluation**

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

Tbilisi International University has identified supporting career development as a key priority. This ongoing initiative focuses on enhancing the skills and competencies of staff members to enable them to perform at their highest potential in line with the duties outlined in their employment contracts. The institution affirms that all employees, regardless of their role or category, are provided with equal opportunities for professional advancement and are treated equitably in terms of career development.

The University conducts regular evaluations of program staff, assessing teaching, research, and creative or performing activities, alongside feedback from staff satisfaction surveys. These results inform staff development and guide promotion and support decisions. Academic and invited staff are evaluated according to the quality management policy, which includes individual assessments, observation of the learning process, and self-evaluation. For administrative and support staff, a comprehensive evaluation system is applied, including a 180-degree evaluation mechanism, with plans to implement a 360-degree system in the near future.

The University's Center for Advanced Education, in collaboration with the Human Resources Management Service, is responsible for creating and overseeing the staff professional development plan. This plan is reviewed annually to adapt to changing needs and includes specific criteria for evaluating outcomes. Professional development programs are designed to enhance competencies in teaching methods, research, technology application, and curriculum development. Administrative staff development focuses on skills like communication, teamwork, and decision-making.

While the University has allocated resources for professional development and international collaboration, including participation in exchange programs and internal grant competitions, there are notable gaps. The Curriculum Vitae provided by the University does not fully capture information about staff publications and activities, particularly in areas related to logistics. Moreover, some academic staff involved in the Master's program lack significant experience or scholarly contributions in the field of logistics, highlighting the need for targeted training.

The University demonstrates a commitment to staff professional development through evaluations, planned training, and international collaboration. While the BBA programs exhibit compliance with the required standards, the Master's in Logistics program requires targeted efforts to address gaps in staff expertise and scholarly engagement. By addressing these areas, the University can strengthen the overall quality and sustainability of its programs.

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

#### **Description and Analysis - Programme 1 (BBA, EN)**

The English-language BBA program mirrors the Georgian-language BBA in terms of staffing arrangements and professional development mechanisms. Staff evaluations, ongoing development opportunities, and alignment with program objectives demonstrate the University's commitment to maintaining quality.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The Georgian-language BBA program benefits from qualified academic and invited staff with the necessary competencies to help students achieve program learning outcomes. The number and workload of staff are adequate for sustainable program delivery. Evaluations and development activities are in place, ensuring that staff can enhance their teaching and research capabilities.

### **Description and Analysis - Programme 3 (MA, Logistics)**

The Master's in Logistics program presents challenges in terms of staff competencies. While general mechanisms for professional development are in place, some personnel lack advanced expertise and significant scholarly contributions in the field of logistics. This gap affects the program's ability to fully achieve its learning outcomes. Staff training initiatives should focus on enhancing logistics-specific knowledge and research capabilities.

#### **Evidences/Indicators**

- [Webpage](#)
- Interviews with personnel
- The CV's of the academic and invited staff;
- Self-evaluation Report
- University approaches and strategy of staff professional development
- Personnel management policy
- Mechanisms promoting scientific and research activities
- Documentation confirming international cooperation.

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

1. Provide targeted training for staff involved in the Master's in Logistics program to build field-specific competencies.
2. Ensure staff Curriculum Vitae include comprehensive records of publications, projects, and other relevant scholarly activities.
3. Increase opportunities for staff to participate in research, international collaboration, and training programs aligned with their disciplines.

**General suggestions of the cluster:** None.

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

##### **Programme 1 (BBA, EN)**

**Recommendation: None.**

**Suggestion(s): None.**

##### **Programme 2 (BBA, GEO)**

**Recommendation: None.**

**Suggestion(s): None.**

**Programme 3 (MA, Logistics)**

**Recommendation(s):**

1. Develop a structured plan for improving logistics-related knowledge among academic staff through workshops, research opportunities, and partnerships with industry professionals.

## 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 (BBA, EN)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

## 4.4. Material Resources

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

### Cluster and individual evaluation

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

The administration of the cluster academic programs and the delivery of training courses are centralized in the university's administrative and training facility. This facility is equipped with the material and technical resources essential for the educational process, ensuring a supportive learning environment. It includes classrooms outfitted with computers, projectors, and other necessary instructional equipment. Additionally, examination centers, and a library provide further resources to support both students and faculty.

For campus security, a dedicated security unit is in place to ensure the safety of buildings, equipment, and the overall environment. The campus is equipped with an elevator and is adapted to accommodate individuals with disabilities.

Additionally, the library collaborates with international electronic library databases, significantly broadening students' access to global academic resources. Key databases available include:

- 
- [Cambridge Journals Online](#)
  - [SAGE Premier](#)
  - <https://journals.sagepub.com>

These resources are cataloged electronically and accessible via the university's website <https://iut.edu.ge/biblioteka/elektronuli-biblioteka/>

The university has adopted an electronic educational management system to enhance student engagement and streamline the tracking of academic progress. This system is accessible through each student's personalized portal (Student Portal) and serves as a centralized platform for effective communication between students, faculty, and administration. The portal provides access to key resources, including course syllabi, evaluation criteria, examination schedules, and official announcements, ensuring a seamless and transparent academic experience.

The university provides essential resources for student learning, including a well-equipped library and access to international databases. An electronic educational management system ensures effective communication and easy access to academic information. Overall, the university offers a sufficient environment for academic study.

#### **Description and Analysis - Programme 1 (BBA, EN)**

The classrooms for the English-language BBA program, while functional, are somewhat outdated and would benefit from targeted improvements to better meet modern educational standards. As a relatively new institution, prioritizing the modernization of learning spaces for this program would align with best practices in higher education and enhance the overall academic environment. Such upgrades would support the university's commitment to providing a high-quality learning experience that aligns with the evolving needs and expectations of its students.

The library is equipped with both required and supplementary literature as specified in the course syllabi, ensuring alignment with the academic program's needs. Continued investment in expanding digital resources and research databases would further strengthen the library's role in supporting the academic and research activities of students and staff.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The classrooms for the Georgian-language BBA program exhibit similar conditions as those in the English-language program: they are functional but outdated and would benefit from modernization. Upgrading these learning spaces would contribute significantly to improving the educational experience and supporting the university's strategic goals of providing an engaging and supportive academic environment. Modernized classrooms could also better accommodate innovative teaching methods and technologies.

The library resources for the Georgian-language BBA program are appropriately aligned with the requirements of the curriculum, offering both required and supplementary literature as outlined in course syllabi. Enhancing digital access and introducing logistics-specific databases could provide additional value for students, particularly for those interested in specialized fields.

### Description and Analysis - Programme 3 (MA, Logistics)

The classrooms used for the Master’s in Logistics program share the same general characteristics as those for the BBA programs: they are functional but would benefit from targeted improvements to meet the expectations of a graduate-level program. As logistics is a dynamic and technology-driven field, modernizing these learning spaces to include advanced technological tools and resources would align with the program’s objectives and industry standards.

The library resources supporting the Master’s in Logistics program meet the minimum requirements specified in course syllabi. However, the program would benefit from a stronger emphasis on logistics-specific resources, including industry reports, specialized journals, and access to professional databases. Such enhancements would strengthen the program’s academic foundation and support students in achieving advanced research and practical competencies.

### Evidences/Indicators

- On-site inspection of the university’s material and technical facilities
- Library catalog and textbooks presented in the library and other educational material;
- University website; <https://iut.edu.ge>
- Electronic bases;<https://iut.edu.ge/biblioteka/electronuli-biblioteka/>

**General recommendations of the cluster:** None.

### General suggestions of the cluster:

1. It is suggested that the university prioritize the modernization of its classrooms to meet modern standards. Upgrading the learning spaces would enhance the academic environment and reflect the institution's commitment to delivering a high-quality, student-centered learning experience.

**Recommendations and Suggestions according to the programmes:** None.

### Evaluation

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

Component 4.4 Material resources	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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Programme 1 (BBA, EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The allocation of financial resources stipulated in the 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 allocation of financial resources for the cluster of programs at the Tbilisi International University (comprising the English-language BBA, Georgian-language BBA, and Master’s in Logistics) raises significant concerns about the feasibility and sustainability of the programs. The budget presented demonstrates an intent to operate the cluster on minimal resources, which appears insufficient to meet the academic and operational needs of these programs. While the revenue projections are unclear, the expenditures—particularly for personnel and facilities—highlight potential challenges in achieving financial self-sufficiency.

The budget reflects a constrained allocation of financial resources for key areas such as personnel, infrastructure, and program-specific investments. Personnel expenses, in particular, are notably low, raising doubts about the ability to attract and retain qualified faculty with the necessary expertise to deliver high-quality education. This issue is compounded by the lack of substantial allocations for professional development, which is crucial for maintaining academic standards and aligning with evolving industry needs.

Facility-related expenses, including investments in libraries, classrooms, and specialized resources, appear meager. This inadequacy limits the institution’s capacity to provide the infrastructure required for effective learning and practical engagement, particularly for the Logistics Master’s program, which demands specialized resources to address industry-specific challenges.

The financial plan does not offer sufficient clarity on revenue streams, making it difficult to evaluate the programs’ ability to achieve self-sufficiency. Without a clear understanding of income sources—whether from tuition fees, external funding, or other means—the financial viability of the programs remains questionable. Given the limited expenditures and unclear revenue base, the programs risk being underfunded and unsustainable in the long term.

##### Description and Analysis - Programme 1 (BBA, EN)

The financial plan for the English-language BBA program mirrors the overall budget constraints of the cluster. Personnel expenses are minimal, indicating potential challenges in securing qualified faculty who can deliver a curriculum aligned with international standards. Facility-related allocations are similarly modest, limiting opportunities for practical engagement and advanced learning tools necessary for business education. Without clearer revenue projections or strategic investments, the program's sustainability and compliance with accreditation standards remain uncertain.

#### **Description and Analysis - Programme 2 (BBA, GEO)**

The Georgian-language BBA program faces identical budgetary issues, with minimal resources allocated for staff and facilities. The lack of differentiation in budgetary planning between the English-language and Georgian-language programs underscores the broader resource challenges. Given the focus on serving the local market, the program would benefit from targeted investments in areas like professional development for faculty and connections with Georgian businesses to enhance practical relevance.

#### **Description and Analysis - Programme 3 (MA Logistics)**

The budgetary challenges are most pronounced in the Logistics Master's program, which demands higher investments in specialized resources and faculty expertise. The low personnel expenses raise concerns about the program's ability to attract faculty with advanced logistics knowledge. Similarly, the minimal allocations for infrastructure limit the program's capacity to provide practical, industry-relevant training. Without significant increases in funding and strategic planning, the program is unlikely to meet the standards required for a graduate-level offering.

#### **Evidences/Indicators**

- SER,
- Annexed Documents,
- Site-Visit Observations

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

1. Allocate sufficient resources to recruit and retain qualified academic and administrative staff, ensuring the programs can meet their educational objectives.
2. Invest in infrastructure improvements, particularly for logistics-specific facilities and library resources, to support student learning and practical training.
3. Provide a detailed and transparent breakdown of expected revenues to enable a proper assessment of financial sustainability.
4. Develop a financial strategy that prioritizes key areas such as faculty development, marketing, and program-specific infrastructure to ensure the programs can grow and meet accreditation standards.

**General suggestions of the cluster:** None.

**Recommendations and Suggestions according to the programmes:** Applies to whole cluster.

## 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 (BBA, EN)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when

planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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#### Cluster and individual evaluation

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

The University is a newly authorized institution which does not have students and accredited educational programs yet. The University was granted authorization by the decision of Council of Higher Education Institutions Authorization (No. 968313) On August 13, 2024. The University uses internal quality assurance mechanisms that ensure continuous evaluation of the University's activities and available resources (<https://iut.edu.ge/en/chven/khariskhis-martva/>).

The Quality Assurance System at the University functions in the context of the mission, policy, legal, and other obligations of the University. All the units of the university are involved in the implementation of the university quality assurance internal mechanism, to monitor the progress of achievement of the specific objective defined by the university strategic plan and action plan, the university quality assurance service cooperates with different levels of governance of the University: Partner Assembly, a Rector, Vice-Rector, Board of Advisors, Board of University, structural units of the University, Business School and program support structures/committees.

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, and 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 Department supported and monitored the ongoing process of educational programs development.

The Quality Assurance Department organized training on the methodology of self-assessment. Meetings were also organized using the Zoom platform. The process of working on the self-assessment report was participatory. The final version of the educational program accreditation self assessment report was discussed at the meeting of the working group, where each member of the group and interested parties were introduced to the content and data of the self-assessment report.

According to the interviews with representatives of the university administration, academic and invited personnel and employers, 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 Rector, program heads and university quality assurance department coordinated the self-assessment team. Members of the working group were academic personnel, representatives of the administrative structural units and the Quality Assurance Departments as well as three Program Development Committees (one committee per education program) with full membership. 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 to clarify and analyze the information. The self-assessment report, the program, and the attached documentation were reviewed by the quality assurance department. 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.

Recommendation: It is recommended that the University with the cooperation of interested parties should conduct comprehensive self-evaluation of educational programs to identify the challenges and prevent shortcomings of educational programs (indicated above in the narrative parts of standard 1-4).

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's mission, policies, legal and other obligations, and is based on the basic principles and standards that guide the university in its functioning.

For the monitoring and evaluation of the electronic/distance learning process, the university adopted the regulations for using electronic services of the University to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process.

#### **Evidences/Indicators**

- Official web-site of the University <https://iut.edu.ge/en/>;
- Quality Management Policy;
- Provision of Quality Assurance Department;
- Educational programs and syllabi;
- Analysis of the labor market and employers' requirements;
- Swot analysis of the educational programs;
- Report on the use of assessment results of the educational programs;
- Questionnaire for evaluation of personnel's teaching and research activities;
- Minutes of the meeting of the self-evaluation team/program committees/faculty council;
- Minutes of the meetings/document of comparison/benchmarking with similar programs of foreign and local universities;
- External local and foreign peer evaluations of the educational programs;
- Rules for the Development and Implementation of Educational Programs;
- Rule of electronic teaching;
- Rule of production of the electronic system of educational process management;
- Educational process regulations;
- Questionnaires of the quality assurance service of the University;
- Surveys forms of students, graduates, employers, academic and invited personnel;
- Potential class schedule/timetable of classes for educational programs;
- Program learning outcomes evaluation mechanism;
- Methodology for defining the number of personnel;
- Methodology for defining the number of students;
- Annual plan of Quality Assurance Department;
- Strategic and action plans of the University;
- Site-visit interviews with the University administration, quality assurance service, academic and invited staff, potential employers and partners from the industries;
- Self-Evaluation Report submitted by the University.

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

1. It is recommended that the University with the cooperation of interested parties should conduct comprehensive self-evaluation of educational programs to identify the challenges and prevent shortcomings of educational programs (indicated above in the narrative parts of standard 1-4).

**General suggestions of the cluster:** None.

**Recommendations and Suggestions according to the programmes (if any):** None.

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

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

The external mechanisms for the evaluation of the quality of the educational process are authorization and accreditation processes according to 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 submitted information about educational programmes to the National Center for Education Quality Enhancement within the frame of authorization process. The Bachelor's degree program in Business Administration and the Master's degree program in Business Administration (Logistics) have been reviewed by international and local experts, following the authorization standards of higher education institutions. Bachelor's Degree program in Business Administration (English language) was developed and approved by the University Council later in September, 2024 after the University received the authorization.

The personnel involved in the programmes took into account the recommendations received by external experts during authorization and made appropriate changes to the programs. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

All programmes grouped in the cluster were evaluated by local and foreign experts from the Institutions of Higher Education/Research Centers. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of business administration.

According to the Quality Assurance Policy of the University periodic external evaluation of the quality of the educational programmes will be 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 will be taken into account. The results of the analysis of the potential employers' requirements were also taken into consideration.

#### Evidences/Indicators

- Official web-site of the University <https://iut.edu.ge/en/>;
- Quality Management Policy;
- Provision of Quality Assurance Department;
- Educational programs and syllabi;
- Analysis of the labor market and employers' requirements;
- External local and foreign peer evaluations of the educational programs;
- Self-Evaluation Report submitted by the University.

**General recommendations of the cluster: None.**

**General suggestions of the cluster: None.**

**Recommendations and Suggestions according to the programmes (if any): None.**

#### Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA; EN)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 5.3. Programme Monitoring and Periodic Review

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

#### Cluster and individual evaluation

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

According to the Quality Assurance policy The Quality Assurance Department of the university periodically monitors the quality of the development and implementation of educational programmes. Based on the monitoring results the relevant recommendations, suggestions for possible changes and conclusions are developed for the further development of the educational programmes. Within the framework of the mentioned process, the Quality Assurance Department regularly checks the library's book fund (including textbooks and other educational materials in their physical condition, quantity, and compliance with the syllabi).

The Quality Assurance Department conducts different questionnaire surveys for students, alumni, personnel and employers to get feedback from all interested parties and ensure the quality of educational process, educational programmes and study courses implementation. It also analyzes the results of classroom observations. Based on the analysis of surveys, the Quality Assurance Department develops recommendations and instructions in order to enhance the quality of teaching and to ensure further development of programmes. It also analyzes the opinions and recommendations of specialists in the field and compares the existing programmes with similar programmes of foreign universities.

The university conducts students' satisfaction surveys, the surveys to evaluate the main (mandatory) study courses at the end of each semester.

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 achievement of the set goals of the program and the learning outcomes of the program. The quality assurance department has developed a mechanism for evaluating the learning outcomes of the program and presented a document for evaluating the learning outcomes of the educational program. However, it should be noted that this document is an assessment of compliance with the established requirements of the program itself and an analysis of the students' academic performance. This is an indirect assessment of the achievement of learning outcomes of the program. The final evaluation of the training course is provided as a direct method of evaluating the specific result of the educational program, which is not recommended according to the guidelines for the evaluation of accreditation standards developed by the National Center for Education Quality Enhancement.

During the interviews with the heads of the program and the administration of the institution, it was revealed that the mechanism for evaluating the learning outcomes of the program according to the methodology suggested by the National Center for Education Quality Enhancement will be fully implemented in the future. Within the framework of periodic monitoring of the program, the Quality Assurance Department should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcome.

Recommendation: Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment

component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcomes.

In the educational programs the evaluation system in individual courses is challenging, for example, in many study courses one component of the evaluation system is “individual or group project”. It should be mentioned that the learning outcomes of individual projects and group projects are different. So it should be clearly indicated whether students should have individual or group projects to achieve the learning outcomes of the particular study courses. In case of group projects 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.

Recommendation: Within the framework of periodic monitoring of the educational programs when evaluating the content of study courses, structure and learning outcomes of the programs, the University should detect and prevent inaccuracies in formulation of program learning outcomes, teaching/learning methods as well as in assessment methods etc. The quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project. Assessment rubrics should clearly indicate whether students should have individual or group projects to achieve the learning outcomes of the particular study courses.

It should be noted that there is no practice as an independent course in the structure of bachelor's programs. During interviews with program leaders, it was noted that the institution removed practice from its undergraduate educational programs and replaced it with a course called “Project Management.” Programs’ heads explained that the student completes practical assignments within the study course “Project Management.” However, this is not confirmed by the syllabus of the course in question.

The learning outcomes of the programs are largely formulated using active verbs from Bloom's Taxonomy, although in some cases, general verbs such as "recognizes" are found in the formation of the learning outcomes of the programs (Second learning outcome of Georgian and English language bachelour programs in Business Administration).

In addition, several verbs are used when formulating a single outcome (for example, the third outcome in bachelor's programs, the fifth and sixth outcomes in master's programs). In fact, several different outcomes are presented in one paragraph as “one” outcome. These circumstances significantly complicate and in some cases make it impossible to directly measure the achievement of a learning outcome.

Recommendation: Within the framework of program monitoring, the Quality Assurance Service should ensure that, when formulating a single learning outcome, instead of general verbs (for example “recognizes”) a maximum of two active verbs from Bloom's Taxonomy are used. In addition, it should be assured that the structure of bachelor's programs provide a component focused on the development of practical skills (for example, an independent study component "Practice").

### **Evidences/Indicators**

- Official web-site of the University <https://iut.edu.ge/en/>;
- Quality Management Policy;
- Provision of Quality Assurance Department;
- Educational programs and syllabi;
- Analysis of the labor market and employers' requirements;
- Swot analysis of the educational programs;
- Report on the use of assessment results of the educational programs;
- Questionnaire for evaluation of personnel's teaching and research activities;
- Minutes of the meeting of the self-evaluation team/program committees/faculty council;
- Minutes of the meetings/document of comparison/benchmarking with similar programs of foreign and local universities;
- External local and foreign peer evaluations of the educational programs;
- Rules for the Development and Implementation of Educational Programs;
- Rule of electronic teaching;
- Rule of production of the electronic system of educational process management;
- Educational process regulations;
- Questionnaires of the quality assurance service of the University;
- Surveys forms of students, graduates, employers, academic and invited personnel;
- Potential class schedule/timetable of classes for educational programs;
- Program learning outcomes evaluation mechanism;
- Methodology for defining the number of personnel;
- Methodology for defining the number of students;
- Annual plan of Quality Assurance Department;
- Strategic and action plans of the University;
- Site-visit interviews with the University administration, quality assurance service, academic and invited staff, potential employers and partners from the industries;
- Self-Evaluation Report submitted by the University.

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

1. Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcomes.
2. Within the framework of periodic monitoring of the educational programs when evaluating the content of study courses, structure and learning outcomes of the programs, the University should detect and prevent inaccuracies in formulation of program learning outcomes, teaching/learning methods as well as in assessment methods etc. The quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project. Assessment rubrics should clearly indicate whether students should have individual or group projects to achieve the learning outcomes of the particular study courses.
3. Within the framework of program monitoring, the Quality Assurance Service should ensure that, when formulating a single learning outcome, instead of general verbs (for example "recognizes") a maximum of two active verbs from Bloom's Taxonomy are used. In addition, it should be assured that the structure of bachelor's programs provides a component focused on the development of practical skills (for example, an independent study component "Practice").

**General suggestions of the cluster:** None.

**Recommendations and Suggestions according to the programmes (if any):** Applies to whole cluster.

**Evaluation**

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA, EN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BBA, GEO)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA, Logistics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LLC – Tbilisi International University IUT

Name of Higher Educational Programmes, Levels:

Business Administration - Bachelor's Degree Program

Business Administration - Bachelor's Degree Program (English)

Business Administration (Logistics) - Master's Degree 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 (BBA, EN)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 2 (BBA, GEO)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 3 (MA, Logistics)	Partially complies with requirements	Substantially complies with requirements	Complies with requirements	Partially complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Jochen Zimmermann



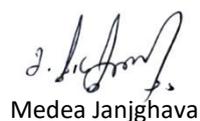
Member(s) of the Accreditation Experts Panel



Eka Gegeshidze



Ia Natsvlshvili



Medea Janjghava



Aleksandre Kalandadze