NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Doctoral Educational Program in Business Administration

Master's Educational Program in Business Administration

Master's Educational Program in Business Administration (English)

Master's Educational Program in Business Administration (EMBA)

Master's Educational Program in Business Administration (EMBA) (English)

Georgian-American University LLC

Evaluation Date(s)

2,3,4 October

3
Report Submission Date

24 February

Tbilisi

2024-2025

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Georgian-American University LLC
Identification Code of Institution	206169304
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Karsten Lorenz, Mainz University of Applied Sciences, Germany
Member (Name, Surname, HEI/Organization, Country)	Nino Zarnadze, Caucasus International University LLC, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme	Business Administration	Business Administration	Business Administration	Business Administration (EMBA)	Business Administration (EMBA)
Level of higher education	Doctoral	Master	Master	Master	Master
Qualification to be awarded	Doctor of Business Administration	Master of Business Administration	Master of Business Administration	Master of Business Administration	Master of Business Administration
Name and code of the detailed field	Management and Administration 0413	Management and Administration 0413	Management and Administration 0413	Management and Administration 0413	Management and Administration 0413
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-	-	-	-
Language of instruction	Georgian	Georgian	English	Georgian	English
Number of ECTS credits	60 ECTS	120 ECTS	120 ECTS	60 ECTS	60 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, #104, 23/05/2019	Accredited, #228, 05/12/2019	New	New	New

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

II. Accreditation Report Executive Summary

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

- **Overview of the Accreditation Site Visit**

From October 2 to 4, 2024, an accreditation expert group conducted a site visit to Georgian-American University LLC. A preliminary meeting of the expert group was held remotely one week prior to the visit. The National Center for Educational Quality Enhancement had previously submitted the necessary documentation for the accreditation of the university's educational programs.

The expert group thoroughly examined and analyzed the submitted documents. During the preliminary meeting, responsibilities were assigned according to accreditation standards, and detailed procedures for the visit were planned. The three-day visit was conducted in accordance with a pre-determined and mutually agreed-upon agenda.

As part of the accreditation process, the expert group held meetings with all relevant stakeholders, including university administration, program leaders, academic and invited staff, students, graduates, and employers. The evaluation process was carried out in a constructive and collegial environment, enabling an objective assessment of the programs and the formulation of recommendations for their further development.

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

All five programs submitted for accreditation substantially comply with standards 1 and 5, fully comply with standards 3 and 4; As for standard 2, doctoral program complies with it, whilst others substantially comply with it. Further details about sub-standards evaluation are given below.

- **Recommendations**

Cluster recommendations:

Standard 1.3.

- It is recommended that a learning outcomes assessment mechanism be developed for each educational program.

Standard 2.1.

- It is strongly recommended that admission requirements be defined with precision, comprehensively detailing all preconditions that applicants must meet. All enrollment possibilities, in accordance with the current legislation, should be explicitly stipulated in the program documentation.

Specifically:

1. Each admission requirement should be clearly articulated, leaving no room for ambiguity.
2. Any potential variations in the admission process (such as writing components during interviews) must be explicitly stated.
3. All legal pathways for enrollment, including those that may exempt applicants from certain standard requirements, should be clearly outlined.
4. The documentation should provide a comprehensive overview of the admission process, ensuring transparency and fairness for all potential applicants

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

Standard 4.3.

● It is recommended to increase personnel involvement in scientific-research activity on an international level in high-rated, indexed journals.

Standard 5.1.

● Quality Assurance office should conduct additional meetings and workshops for cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

Standard 5.3.

● It is recommended to provide employers and graduates involvement in program monitoring and development. University should provide activities to get relevant and content-oriented feedback from employers and graduates on program and particular teaching or research components.
● It is recommended to develop program monitoring mechanisms that focus not only on quantitative data gathered from students, graduates and employers but also incorporate relevant content analysis.
● University should develop mechanisms for research component and supervision evaluation by the students.

Recommendation for individual programs:

Standard 1.4.

(English Business Administration (EMBA), Master's Level)

● It is recommended to enhance the mentoring component of the program by pairing students with experienced managers or business leaders who can support their professional development, provide guidance on real-world challenges, and share valuable insights and expertise.

Standard 1.5.

(Business Administration, Doctoral Level)

● It is recommended to improve the content of the "Research Methods" course to bring it into full compliance with doctoral level requirements. When modifying the course, special attention should be given to modern research methodologies and aspects of their practical application in the implementation of doctoral research.

(Business Administration, Master's Level)

● It is recommended to expand the course content to include specific aspects of the global business environment.
● It is recommended to enhance the marketing management to align it with the academic level of a master's degree program. This can be achieved by incorporating more specialized courses, such as Strategic Marketing, Marketing Analytics, and Digital Marketing, which will emphasize analytical and strategic components as well as modern marketing technologies.

(Business Administration, Master's Level (English)

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(Business Administration (EMBA), Master's Level (English)

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Standard 2.1.

(Business Administration, Doctoral Level)

● It is recommended to clearly define the procedures of supervised appointment for the Phd students including maximum number of students permitted for each supervisor. The methodology of how the maximum number of Phd candidates will be defined to be enrolled each year should be defined as well.

Standard 2.2.

(Business Administration, Master's Level)

● It is recommended to support students by ensuring their involvement/participation in scientific conferences.
● It is recommended that the memoranda clearly specify both the duration of the internship, and the number of students involved.

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(English Business Administration (EMBA), Master's Level)

● It is recommended to integrate real business projects into the program and maintain intensive interaction with industry leaders, which distinguishes EMBA from traditional MBA programs.

(Business Administration (EMBA), Master's Level (English))

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Standard 3.2.

(Business Administration, Doctoral Level)

● It is recommended to make research process and cooperation of the student and supervisor more clear, structured and planned. As a result students will have the possibility to evaluate their cooperation with supervisors for quality assurance goals as well.

● **Suggestions for the Programme Development**

General suggestions of the cluster:

Standard 1.1.

● It is suggested to strengthen the executive competency development components in the program objectives - leadership skills, strategic vision development, utilization of existing managerial experience, and global business perspective. It is also advisable to reflect networking and professional relationship development mechanisms in the program objectives. These changes will ensure better alignment of the program with Executive MBA specifics and increase its effectiveness for senior management development.

Standard 1.2.

● It is suggested that the program's learning outcomes map be revised to reflect only the courses within the main field of specialization.

Standard 1.3.

● It is suggested to enhance the learning outcomes assessment mechanism, particularly the rubric-based tool.

Standard 4.1.

● As observed in the documentation, the same academic personnel are involved across multiple programs. For different programs, it may be beneficial to have dedicated personnel with relevant business experience to better address the unique needs of each program.

Standard 4.2.

● It is suggested master/doctoral thesis supervisors improve their scientific-research activities and provide scientific articles publishing in journals indexed in the Web of Science or Scopus databases, reasonably in cooperation with their students whose research component supervision is provided by them.

Standard 4.3.

● It is suggested to upgrade the CV's of the personnel, providing the full information about the publishers and publications links.

Standard 5.2.

● It would be reasonable for programs development to be evaluated by the field experts, including foreign partner HEIs. University needs external evaluation which will focus on content details, discuss learning outcomes correlating with teaching components.

Suggestions for individual programs:

Standard 1.4.

Business Administracion, Doctoral level -

● It is suggested to specify in the regulations of DBA program the requirement for an international reviewer to ensure external evaluation of the dissertation.
● It is suggested to incorporate specialization subjects into the structure of the DBA educational program.

English Business Administration (EMBA), Master's Level

● It is suggested to organize a series of networking events both within and beyond the program. These events may include roundtable discussions, seminars, meetings with industry leaders, and social gatherings. Encouraging students to engage in these activities and exchange experiences will help strengthen their professional networks.
● It is suggested to enhance the involvement of industry experts and practitioners in the learning process. Inviting experienced managers and business leaders to deliver guest lectures, analyze case studies, and share practical insights will enrich the educational experience and strengthen the connection between academia and industry.
● It is suggested to enhance the mentoring component of the program by pairing students with experienced managers or business leaders who can support their professional development, provide guidance on real-world challenges, and share valuable insights and expertise.

(Business Administration (EMBA), Master's Level (English)

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Standard 2.4.

(Business Administration, Doctoral Level)

● Given the specificity and complexity of the thesis defense, it would be prudent to incorporate the theoretical framework and research components as a mandatory requirement prior to the final defense, possibly distributed across the semesters. This approach allows faculty board members to offer their insights and recommendations as needed, thereby enhancing the overall quality and rigor of the doctoral thesis process.

Standard 3.1.

(Business Administration, Master's Level)

● It is suggested that Master's students in Business Administration increase their engagement in conferences and scientific projects. This involvement will enhance their academic experience, promote professional development, and facilitate networking opportunities with industry experts. Additionally, active participation in these activities will contribute to the overall credibility of the program and its alignment with current industry trends and research.[1] [2]

(Business Administration, Master's Level (English))

● For English-language programs, including foreign experts as invited lecturers will provide students with valuable international perspectives and experiences, further enhancing the program's quality and appeal.

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

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

University presented its argumentation on the draft report of the experts. Based on that argumentations the recommendation of 1.4 standard (It is recommended to enhance the mentoring component of the program

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

by pairing students with experienced managers or business leaders who can support their professional development, provide guidance on real-world challenges, and share valuable insights and expertise) was modified into the suggestion. Several recommendations were accepted or partially accepted by the HEI. Other recommendations were left in the same order.

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

Evaluation approaches for the accreditation experts:

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

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

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

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

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

4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

Description and Analysis - (DBA)[6]

The program's goals are clearly and comprehensively stated, focusing on four main areas: training scientific personnel, applying research results in practice, producing high-quality scientific publications, and preparing academic staff.

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

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

These goals are both realistic and achievable, as the program is supported by highly qualified academic personnel, sufficient financial resources, and clearly defined teaching and research components. It is specifically tailored to meet the requirements of doctoral-level education by incorporating both teaching (60 credits) and research components, providing opportunities for professor's assistantships, and offering courses in research methods and academic writing.

The program aims to produce graduates equipped with in-depth knowledge of the field, advanced research skills, academic writing and presentation abilities, familiarity with modern teaching methods, and the competence to conduct independent research.

We believe that the program will make a significant contribution to the following areas: advancing knowledge in the field of business administration, applying research results in practice, preparing highly qualified academic staff, and conducting innovative research critical for the development of the discipline.

The program also integrates elements of internationalization, which are evident in its requirement for English language proficiency at the B2 level and its openness to admitting graduates of foreign universities.

The program's goals align with the university's mission by supporting both scientific-research and educational-practical initiatives. It emphasizes innovative activities and seeks to contribute to societal development through the creation, dissemination, and application of knowledge.

Specifically, the program aligns with the university's mission in five key areas: Developing independent research skills and addressing real business challenges. Providing practical education across various domains of business administration. Promoting social responsibility and business ethics. Fostering global integration through a curriculum designed to meet international standards. Enhancing knowledge-sharing skills at both academic and professional levels.

Description and Analysis - (MBA-GEO)

The objectives and learning outcomes of the Business administration Master's program are clearly articulated and logically structured. The program components—90 credits of coursework, 10 credits of practical work, and 20 credits of research—are realistically allocated, ensuring feasibility within the range of 60–75 credits per year. The program is supported by an appropriate material and technical base, qualified academic staff, and a variety of effective teaching methods.

The program meets the academic and professional requirements of a Master's degree by providing in-depth theoretical knowledge, fostering advanced research and analytical skills, and incorporating a substantial practical component. Graduates of the program will acquire comprehensive knowledge of business management concepts, critical analysis and reasoning skills, the ability to solve practical problems, research competencies, as well as leadership and decision-making abilities.

The program is expected to make a significant contribution to the advancement of both the field of business management and society by preparing highly qualified managers. It emphasizes the importance of social responsibility, the adoption of ethical business practices, and the integration of research-based decision-making processes.

Description and Analysis - (MBA - ENG)

The goals of the English-language MBA program are clearly defined and realistically stated. The program structure is logically organized, comprising a 90-credit academic component, a 10-credit practical component, and a 20-credit research component. The study load is well-balanced, allowing for completion within 60–75 credits per year. The

program's implementation is supported by a robust material and technical base as well as highly qualified academic staff.

The program aligns with the educational requirements of a Master's degree and the specific demands of the field of business administration. It incorporates advanced theoretical knowledge and fosters the development of research and analytical skills. The field-specific aspects of business administration are thoroughly addressed through the content of the mandatory and elective courses, which offer four specializations: finance, marketing, management, and data analysis.

The graduate's competencies are clearly defined. Graduates will possess in-depth knowledge of business management, critical analysis, problem-solving, research, and leadership skills. A key strength of the program is its emphasis on decision-making under conditions of uncertainty, an essential skill for modern managers.

The program makes a significant contribution to the advancement of both the field and society. It trains highly qualified managers, fosters a sense of social responsibility, and promotes ethical business practices. Additionally, the research component is focused on addressing real-world business challenges, enhancing its practical relevance.

The program excels in internationalization. All instruction is conducted in English, with a minimum B2-level English proficiency required (at least 70%). The program also welcomes foreign students. Notably, the specialization in data analysis is a standout feature, reflecting the growing importance of this area in modern business education. It includes highly relevant courses such as machine learning and stochastic accounting.

The goals of both the English-language and Georgian-language MBA programs are fully aligned with the university's mission in five key areas: Developing independent research skills and addressing real-world business problems. Providing practical education across various domains of business administration. Promoting social responsibility and ethical business practices. Supporting global integration through a curriculum that meets international standards. Enhancing knowledge-sharing skills at both academic and professional levels.

Description and Analysis - (EMBA-GEO/ENG)

The program objectives and learning outcomes are clearly and consistently articulated. The program structure, consisting of 40 credits in the academic component and 20 credits in the research component, is designed to realistically achieve the stated goals.

The program objectives are tailored to the specific level and field of study, with a particular focus on meeting the professional needs of executive managers. This focus is reflected in the admission prerequisites, which require a minimum of five years of managerial experience, ensuring that students are well-prepared to engage with the program. The offered specializations—finance, marketing, management, and data analysis—are aligned with the demands of the modern business environment.

The program fully addresses the specifics of the field of business administration. It incorporates both theoretical and practical components, meeting the requirements of a Master's degree-level program while providing a balanced and comprehensive approach to education in business administration.

The expected learning outcomes detail the competencies graduates will develop. The program facilitates the acquisition of both domain-specific knowledge and general skills, with particular emphasis on analytical, research, and practical abilities.

The program is positioned to make a significant contribution to the development of the field and society by focusing on the advancement of the business sector. It emphasizes social responsibility and the promotion of innovative and ethical business practices.

In response to labor market demands and international trends, the program integrates modern business technologies and approaches. It considers the challenges of globalization and aligns with international standards, ensuring relevance and competitiveness. The program is well-structured and meets all specified criteria, with a particular strength in its practical components and alignment with labor market requirements.

The program objectives address the unique nature of an Executive MBA in several key aspects. They explicitly aim to prepare students for practical roles in the business sector and place a strong emphasis on developing advanced decision-making skills, particularly under conditions of uncertainty. Additionally, the program is designed to equip students with the knowledge, skills, and qualifications necessary for executive positions, covering areas such as strategy, operations, markets, marketing, and finance.

However, some critical aspects could have been more explicitly emphasized in the program objectives. These include the development of leadership skills, the cultivation of a strategic vision, the leveraging and deepening of existing managerial experience, and fostering a global business perspective.

Notably, the program could also place greater emphasis on the importance of networking and the development of professional connections, which are among the most essential components of an Executive MBA. Highlighting these elements would further enhance the program's alignment with the expectations and needs of its target audience.

Labor Market Research

The analysis of the labor market survey reveals several significant trends in employment. The private sector remains the primary source of employment, accounting for 76% of total jobs. In 2022, the unemployment rate decreased to 17.3%, a reduction of 3.3% compared to the previous year. However, youth unemployment remains a critical issue, with a particularly high rate of 41% in the 20–24 age group.

In terms of sectoral distribution, the services sector accounts for 62% of total employment, followed by agriculture at 18%, industry at 12%, and construction at 8%. Key challenges include a shortage of qualified personnel, a mismatch between educational outcomes and labor market requirements, insufficient practical skills among graduates, and the need for enhanced technical and digital competencies.

There is consistent demand for graduates in the field of business administration. Employers, however, emphasize the need to strengthen the practical components of education and to further develop digital skills. Notably, the employment rate of graduates in this field exceeds the national average, underscoring its importance in the labor market.

The study highlights a growing demand for qualified personnel, particularly in business administration. To address this demand effectively, it is essential to adapt the education system to better meet market needs, with a specific focus on enhancing practical training and digital skill development.

All this programs are available in the website of university.

Evidences/Indicators

- HEI's Mission
- HEI's Website: https://www.gau.edu.ge/ka/about/history-and-mission
- DBA program
- MBA (ENG&GEO) program
- EMBA (ENG&GEO) program
- Labor market research
- Website: https://www.gau.edu.ge/ka
- Interview results.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

It is suggested to strengthen the executive competency development components in the program objectives - leadership skills, strategic vision development, utilization of existing managerial experience, and global business perspective. It is also advisable to reflect networking and professional relationship development mechanisms in the program objectives. These changes will ensure better alignment of the program with Executive MBA specifics and increase its effectiveness for senior management development.

Evaluation [7]

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	X	☐	☐	☐
Programme 2. Business Administration, Master's Level	X	☐	☐	☐
Programme 3. Business Administration, Master's Level (English)	X	☐	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	X	☐	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	X	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

➢ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation

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

Description and Analysis - Programme 1 (DBA)

Program learning outcomes align with its stated goals. The program ensures the preparation of doctoral students for both research activities and practical applications. Special emphasis is placed on contributing to scientific advancements and developing academic teaching competencies. Through the program, doctoral students acquire extensive knowledge, advanced skills, and a high degree of autonomy.

The program meets the requirements of doctoral-level education. It emphasizes independent research, the creation of new knowledge, critical analysis, solving complex problems, and the development of academic teaching skills.

In terms of professional and labor market demands, the program offers a wide range of employment opportunities. Graduates are well-positioned for academic roles, research positions, and management roles in business organizations.

The program places particular importance on addressing modern needs, including fostering innovation, practical application, advancing teaching methodologies, and contributing to research.

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[7] Evaluation is performed for each programme separately.

There is a strong interrelationship between the goals and outcomes of the doctoral program, which is expressed as follows:

●   Goal 1: Training scientific personnel for systematic research is achieved through doctoral students' ability to identify topical issues in the field and conduct research in accordance with academic integrity principles.

●   Goal 2: Practical implementation of research results is realized through outcomes focused on innovative research projects and the effective dissemination of knowledge in both academic and broader community contexts.

●   Goal 3: Producing high-quality scientific work is accomplished by fostering skills in critical analysis, developing original conclusions, and creating high-caliber academic outputs.

●   Goal 4: Training academic personnel is achieved by cultivating competencies in educational process planning and the application of modern teaching methods.

The program employs a robust system for measuring learning outcomes, incorporating specific criteria and mechanisms. The assessment process is based on well-defined criteria for each outcome, utilizing a six-level grading scale from A to F, with corresponding score ranges (91–100 to 40 points). Active verbs are used in the formulation of learning outcomes to ensure clarity and measurability.

Description and Analysis - Programme 2-3 (MBA-GEO/ENG)

The learning outcomes of the program align closely with its objectives and effectively encompass the knowledge, skills, and autonomy expected of a Master of Business Administration graduate. The outcomes are articulated in clear and measurable terms, employing active verbs such as *"describes," "analyzes,"* and *"applies,"* which facilitate the assessment of their achievement.

At the qualification level, the learning outcomes are fully aligned with the expectations of a master's program. They encompass advanced and systematic knowledge of business management concepts, critical analysis, argumentative reasoning, and independent research competencies. Notably, the program prioritizes the development of skills in utilizing modern technologies and fostering innovation.

The learning outcomes accurately reflect the sectoral specificity of business administration, covering critical domains such as management, finance, and marketing. Furthermore, they address contemporary labor market demands, equipping graduates with analytical thinking, decision-making, and project management skills. The program effectively prepares students for practical work while also providing a solid foundation for those who wish to pursue doctoral studies.

Based on a comparative analysis of the field characteristics and the learning outcomes of the Master's program, the following assessment can be made: the program's learning outcomes align with the competencies outlined in the field characteristics.

●   **Knowledge and Understanding**: The first and second learning outcomes of the program fully encompass deep and systematic knowledge as well as a critical understanding of the business field.

●   **Skills**:

●   Learning outcomes 3, 4, and 5 demonstrate research and analytical skills.
●   Learning outcomes 6, 7, and 8 reflect practical and communication skills.
●   Learning outcomes 9 and 10 address professional development skills.

• **Responsibility and Autonomy**: Learning outcomes 8, 9, and 10 effectively represent professional responsibility and autonomy.

Thus, the program's learning outcomes are fully aligned with the field characteristics and ensure the development of the competencies required for a Master's degree.

Description and Analysis - Programme 4 -5 (EMBA-GEO/ENG)

The program's 10 learning outcomes align with its four overarching goals, with a strong emphasis on developing analytical and research skills, as well as fostering independent decision-making abilities.

The outcomes are articulated using measurable verbs such as *"describes," "analyzes," "uses,"* and *"implements."* Each outcome is associated with defined achievement levels (*E, I, R*) and corresponding assessment mechanisms, ensuring their effective evaluation.

The learning outcomes meet the standards of a master's degree, incorporating advanced knowledge, critical analysis, and independent research competencies. They comprehensively address the key domains of business administration, including finance, marketing, management, and data analysis.

The outcomes are oriented toward practical application and the development of research skills, providing graduates with opportunities for both employment and further academic pursuits at the doctoral level.

A comparative analysis of the EMBA program's learning outcomes with the field profile reveals the following: the program's learning outcomes encompass the competencies defined in the field profile. Specifically:

• **Knowledge and Understanding**: Program learning outcomes 1 and 2 fully cover in-depth theoretical knowledge and critical thinking.

• **Skills**: Learning outcomes 3, 4, 5, 6, 7, and 8 reflect all the essential practical and research skills.

• **Responsibility and Autonomy**: Learning outcomes 9 and 10 encompass professional responsibility and continuous development.

Thus, the EMBA program effectively aligns with the field profile, ensuring the acquisition of the necessary competencies.

Labor Market Relevance: The program effectively responds to the demands of the modern business environment, particularly in areas such as digital technologies, innovation management, and data analysis.

The program learning outcomes map for all presented programs indicates that both core and elective courses contribute to the achievement of learning outcomes. However, according to established academic practices, only core courses should primarily serve this purpose. This discrepancy needs to be addressed. Consequently, the primary responsibility for achieving learning outcomes should be assigned to core courses. It is essential to ensure that the achievement of each learning outcome is clearly aligned with the core courses.

Evidences/Indicators

- Educationalprogrammes grouped in a cluster;
- Map of programme objectives andlearning outcomes;
- Analysis of labor market and employerdemands;
- Website: https://www.gau.edu.ge/ka

- Interview results.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 - Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	X	☐	☐	☐
Programme 2. Business Administration, Master's Level	X	☐	☐	☐

Programme 3. Business Administration, Master's Level (English)	**X**	☐	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	**X**	☐	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	**X**	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

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

The document provides a detailed description of the assessment mechanisms, methods, and their periodicity. The mechanism includes both direct methods (such as written exams, projects, and presentations) and indirect methods (including surveys and comparative analysis). Assessment is conducted on a semester basis, ensuring consistency across the program.

The assessment system is aligned with ECTS standards and the Gaussian normal distribution. Rubrics are utilized to describe the assessment criteria and offer an objective evaluation of students' achievements.

The document mentions the use of employer/graduate surveys as an indirect method of assessment.

Targets: The document defines target values (with a 20% deviation limit) and outlines monitoring mechanisms. It specifies concrete steps to be taken should the program require modifications.

The document notes that "Scoring a student alone does not provide sufficient feedback on their achievement, as the score only indicates the overall level of competence. The overall score cannot identify strengths and weaknesses in specific learning outcomes."

The document further discusses the need for rubrics, explaining that "a rubric is a tool used to classify student achievement. Each rubric includes a set of criteria and the scores or marks associated with those criteria." It also provides a sample rubric, which outlines the assessment levels from A to F along with corresponding criteria for each level. For each level, the rubric defines the degree of skill application, the level of analytical thinking, the ability to synthesize evidence, and the ability to draw conclusions.

However, the document does not fully address the following points: The process by which rubrics are developed for specific subjects, How rubrics are introduced to students at the start of the learning process, How rubrics are used in the assessment process by stakeholders (e.g., employers).

In summary, the document acknowledges the distinction between grade-based and rubric-based assessment, favoring the latter. However, it requires a more detailed description regarding its practical implementation. Additionally, the higher education institution (HEI) has not yet developed a mechanism for assessing program learning outcomes tailored to individual programs, considering their specific characteristics.

Evidences/Indicators

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

General recommendations of the cluster:

It is recommended that a learning outcomes assessment mechanism be developed for each educational program.

General suggestions of the cluster:

It is suggestion to enhance the learning outcomes assessment mechanism, particularly the rubric-based tool.

○

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 – Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements

Programme 1. Business Administration, Doctoral Level	☐	X	☐	☐
Programme 2. Business Administration, Master's Level	☐	X	☐	☐
Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

1.4. Structure and Content of Educational Programme

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

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

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 Higher Education Institution has developed a methodology document for planning, developing, and revising educational programs. It outlines the following:

● **The structure of the educational program**: This includes all essential components, such as the program's name, objectives, learning outcomes, credit distribution, teaching methods, and assessment system.

● **The process of program development**: The document specifies the parties involved in the creation of the program (academic staff, students, employers) and their respective roles.

● **The procedures for evaluating and improving the program**: Both annual and three-year evaluation mechanisms are described, along with the appropriate response procedures.

● **The rules for developing an individual curriculum**: These are particularly designed for students with special educational needs.

Description and Analysis - Programme 1 (DBA)

As a result of the analysis of the doctoral program, it can be concluded that the content, volume, and complexity of the program align with the required level of study. The program is structured for a three-year duration, incorporating both academic (60 ECTS) and research components. The educational component includes courses on research methods, professorial assistantship, and academic writing, ensuring that doctoral students are prepared for scientific and pedagogical activities.

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The program complies with Georgian legislation and the ECTS credit system. The course load, credit distribution, and assessment system have been developed in accordance with existing regulations. The student workload calculation follows the ECTS manual, ensuring the program's international recognition.

The program is centered on business administration research, offering doctoral students the opportunity to choose a research direction that aligns with their interests. The program's resources, including research institutes and libraries, ensure high-quality research. The system of elective courses provides flexibility for students.

The content and structure of the program meet the qualifications required for a Doctor of Business Administration. The learning outcomes reflect doctoral-level competencies, and the program structure ensures these outcomes are achieved. The research component focuses on generating new knowledge, while the teaching component develops academic skills.

Notably, the program takes into account modern achievements in the field. Both compulsory and elective courses cover current topics, and dissertation research requires a thorough review of contemporary literature and innovative approaches. The program leaders are active researchers, which ensures the integration of the latest scientific developments into the teaching process.

Program Structure: Despite the positive aspects, it is noted that specialization subjects are not fixed in the program structure, which could be an area for improvement.

The University has a "Regulation on the Doctoral and Dissertation Council of the School of Business." According to this regulation, a candidate wishing to enroll in the doctoral program must submit a research topic proposal of at least 2000 words. This document should reflect the applicant's experience, research interests, goals, proposed methods for solving the problem, and expected results. A recommendation from a professor in the field is also required to confirm the applicant's academic achievements and research potential.

The regulation does not require prior publications or participation in research projects, but it does specify a higher requirement: 5 years of professional experience in management or administration. Additionally, the candidate must undergo an interview with a temporary field commission to assess their research potential and skills.

Article 22 of the regulation, which specifies additional requirements for presenting a dissertation topic, states that a published or accepted article within the research topic is required for admission to public defense. The article must be published in a peer-reviewed journal with an impact factor, a refereed/reviewed electronic or print journal, an international scientific journal published abroad, or the proceedings of an international scientific conference.

It is important to note that the regulation does not require the publication of two articles, but provides an alternative: publication in the proceedings of a conference. Additionally, the regulation specifies that this requirement is equivalent to international review of the full or abbreviated version (30-60 pages) of the dissertation topic.

The regulation includes mechanisms for academic integrity and plagiarism prevention. Several articles address this:

● Article 23 states that a report on the anti-plagiarism program check of the dissertation topic is mandatory among the documents submitted for admission to the dissertation defense.

● Article 28 ("Invalidation of the Doctoral Degree") defines the response mechanisms:

○ The Dissertation Council is required to revoke the doctoral degree in cases of academic dishonesty.

○ If plagiarism or falsification of dissertation documents is discovered after the defense and degree award, the Dissertation Council will invalidate the degree at any time.

● According to Article 23, admission to the defense requires a decision from the Dean of the School, based on the university's plagiarism check rules.

Article 24 specifies that one evaluator of the dissertation must be a professor or associate professor from the School of Business, while the other must hold a doctorate or equivalent academic degree in the relevant field outside the university.

According to Article 24, only two evaluators (reviewers) are required: one must be a professor or associate professor at the Business School, and the second must hold a doctoral degree in the relevant field outside the university. The evaluators assess the dissertation topic based on the following criteria: relevance of the dissertation topic, research methods employed, scientific results obtained, scientific literature and sources used, and the quality of the dissertation's presentation. However, the regulation does not specify a requirement for an international reviewer.

Description and Analysis – Programmes 2-3 (MBA_GEO/ENG)

The 120-credit volume of the program aligns with the master's level. The program components are efficiently distributed, with 90 credits allocated to the teaching component, 10 credits to practical activities, and 20 credits to the research component, ensuring the necessary academic depth.

The program is fully structured according to the ECTS system, with the distribution of credits and student workload rationally calculated.

The program's uniqueness is expressed through its four specializations—finance, marketing, management, and data analysis—along with the effective integration of practical and theoretical components. The program's focus on the specifics of Georgian business is particularly notable.

In terms of qualification compliance, the structure and content of the program meet the requirements for a Master of Business Administration. The learning outcomes encompass all the necessary competencies.

Structural coherence is ensured by logically defined prerequisites and thoughtfully arranged subjects across semesters.

Regarding modernity and internationalization, the program covers contemporary issues such as digital marketing and data analysis, while adhering to international regulations and best practices.

The structure and content of the program align with the qualification of a Master of Business Administration. The mandatory courses, totaling 60 credits, focus on fundamental areas of business administration: financial and managerial accounting, marketing, strategic management, corporate finance, and organizational behavior.

The 20-credit specialization component allows students to deepen their knowledge in one of four areas: finance, marketing, management, or data analysis, offering a targeted specialization in their chosen field.

The practical (10 credits) and research (20 credits) components of the program contribute to the application of theoretical knowledge, the development of research skills, and preparation for the real business environment.

The learning outcomes incorporate the competencies required for a master's degree, including advanced knowledge of business management concepts, critical analysis skills, decision-making capabilities, and professional communication skills.

The program also responds to the demands of the modern business environment by integrating digital technologies, global business issues, and data analysis.

The program's structural coherence is grounded in a well-thought-out system of prerequisites. For example, "Managerial Accounting and Control" requires completion of "Financial Accounting for Managers," while "Business Forecasting" necessitates prior study of "Statistics for Managers."

The courses are logically distributed by semester:

- The first semester includes foundational subjects such as economics, statistics, marketing, information systems, and financial accounting.

- The second semester builds upon more advanced subjects, including organizational behavior, corporate finance, operations management, and strategic management.

- The third semester focuses on specialization courses and practical experience.

- The fourth semester is dedicated to the master's thesis, which can only be initiated after accumulating 70 credits.

This structure ensures the consistent accumulation of knowledge and the gradual development of competencies.

Description and Analysis - Programmes 4-5 (EMBA_GEO/ENG)

The structure of the Master of Business Administration in Executive Management program fully aligns with the requirements of the second cycle of higher education. The 60 ECTS credits are optimally distributed between the teaching component (40 credits) and the research component (20 credits), ensuring a balance between deepening theoretical knowledge and developing practical skills.

The program has been designed in full compliance with Georgian legislation and the European Credit Transfer and Accumulation System (ECTS). Notably, the program offers clear specializations in finance, marketing, management, and data analysis, allowing students to select a direction that aligns with their career aspirations.

The prerequisites and course progression are logically structured to ensure the consistent accumulation of knowledge. The program's strong practical orientation is particularly noteworthy. The master's thesis emphasizes solving real-world business challenges, enabling students to integrate theoretical insights with practical applications.

The program incorporates international business regulations and their application, fostering the competencies required to succeed in a global business environment. Furthermore, the curriculum integrates modern technologies and innovations, enhancing the competitiveness of graduates in the labor market.

The Executive MBA program is distinguished by its professional focus. The admission requirement of five years of management experience ensures the enrollment of experienced professionals, enhancing the cohort's overall quality.

The teaching methodology is tailored to meet the needs of working managers. Techniques such as case studies, project work, and business simulations allow participants to address real business challenges within a structured environment. The variety of specializations reflects the complexities of modern business, offering opportunities for in-depth expertise development.

The master's research component, which centers on real-world business problems, effectively synthesizes theory and practice. However, there are opportunities to strengthen the program further, including the integration of courses on strategic leadership, a deeper emphasis on global business components, and the inclusion of more practical projects in collaboration with partner organizations.

Despite its strengths, the analysis identified the following areas for improvement:

1.   Industry Engagement: The limited involvement of industry experts and practitioners in the learning process, a hallmark of Executive MBA programs.

2.   Mentoring Component: A lack of structured mentoring, which is critical for executive managers' development.

3.   Leadership Development: The absence of a personalized leadership development pathway and a focus on soft skills.

4.   Networking Activities: Limited opportunities for organized networking, which is a key value of Executive MBA programs.

Without addressing these elements, the program risks resembling a condensed version of a traditional MBA rather than a true Executive MBA.

Overall, the program provides a strong foundation for the professional development of practicing managers, striking a balance between academic rigor and practical relevance. However, incorporating the identified enhancements would further elevate its value and alignment with the expectations of an Executive MBA.

Evidences/Indicators

○   Methodology and/or rule for planning, designing and developing educational programmes;
○   Educational programme with the enclosed syllabi;
○   Curriculum maps
○   Website https://www.gau.edu.ge/ka
○   Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

○

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

●   It is suggested to specify in the regulations of DBA program the requirement for an international reviewer to ensure external evaluation of the dissertation.
●   It is suggested to incorporate specialization subjects into the structure of the DBA educational program.

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

● It is suggested to organize a series of networking events both within and beyond the program. These events may include roundtable discussions, seminars, meetings with industry leaders, and social gatherings. Encouraging students to engage in these activities and exchange experiences will help strengthen their professional networks.

● It is suggested to enhance the involvement of industry experts and practitioners in the learning process. Inviting experienced managers and business leaders to deliver guest lectures, analyze case studies, and share practical insights will enrich the educational experience and strengthen the connection between academia and industry.

● It is suggested to enhance the mentoring component of the program by pairing students with experienced managers or business leaders who can support their professional development, provide guidance on real-world challenges, and share valuable insights and expertise.

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

● It is suggested to organize a series of networking events both within and beyond the program. These events may include roundtable discussions, seminars, meetings with industry leaders, and social gatherings. Encouraging students to engage in these activities and exchange experiences will help strengthen their professional networks.

● It is suggested to enhance the involvement of industry experts and practitioners in the learning process. Inviting experienced managers and business leaders to deliver guest lectures, analyze case studies, and share practical insights will enrich the educational experience and strengthen the connection between academia and industry.

● It is suggested to enhance the mentoring component of the program by pairing students with experienced managers or business leaders who can support their professional development, provide guidance on real-world challenges, and share valuable insights and expertise.

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 the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	X	☐	☐	☐

Programme 2. Business Administration, Master's Level	**X**	☐	☐	☐
Programme 3. Business Administration, Master's Level (English)	**X**	☐	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	**X**	☐	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	**X**	☐	☐	☐

1.5. Academic Course/Subject

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

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

Description and Analysis - Programme 1-2 (MBA GEO & ENG)

The Master of Business Administration program comprises 120 ECTS credits. Within the academic component, master's students must complete 90 credits, distributed as follows: compulsory courses in the primary field of study account for 60 credits, elective courses within the field comprise 20 credits, and 10 credits are allocated to the free component.

The 60 credits of compulsory courses in the primary field include the following subjects: Economics for Managers, Statistics for Managers, Marketing Management, Management Information Systems, Financial Accounting for Managers, Global Business Environment, Organizational Behavior, Corporate Finance, Operations Management, Strategic Management, Managerial Accounting and Control, and Business Forecasting.

At the program's final stage, students are required to prepare and defend a master's thesis, valued at 20 credits. The alignment between course content and program learning outcomes is outlined in a learning outcomes map.

The expert panel reviewed the objectives, learning outcomes, content, and recommended literature for the training courses. This analysis confirmed that each course's content aligns fully with its specified learning outcomes. All courses within the program carry 5 ECTS credits, and the workload is consistent, indicating that the credits accurately reflect each course's content and learning objectives. Furthermore, the balance between contact hours and independent study time is appropriate and tailored to the nature of each course. The syllabus includes a well-defined assessment system with components and criteria that align with the content and expected learning outcomes of each course. The mandatory literature and supplemental materials specified in the syllabi are pertinent to the courses' learning outcomes and support the achievement of program objectives.

The analysis highlighted the need to revise the content, objectives, and literature of the mandatory "Global Business Environment" course for the following reasons:

1.   **Inconsistent Course Content:** The current curriculum primarily addresses general international business topics, which do not fully correspond to the course title or the master's level expectations.

2.   **Study Literature:** The primary text, International Business: The New Realities (Cavusgil, Knight, Riesenberger, 4th ed., Pearson, 2017), is more thematically focused on international business than on the broader global business environment.

To ensure the course provides comprehensive, advanced knowledge, we recommend including topics such as: global macroeconomic environment, political and legal frameworks, financial landscape, socio-cultural factors, technological advancements, ecological considerations, sustainable development goals, climate change impacts, green economy principles, environmental regulations, global market dynamics, crisis and risk management, strategic global alliances, and emerging markets and opportunities.

Description and Analysis - Programme 3 (Business Administration PhD)

The Doctoral Program in Business Administration spans a minimum of three academic years. Its structure comprises two primary components: coursework and research. The coursework component, which includes both required and elective credits, requires doctoral students to accumulate 60 ECTS credits.

The core coursework includes research methods (quantitative or qualitative), professorial assistantship, and academic writing. Additionally, the elective coursework comprises 45 credits, of which doctoral students must complete 30 credits. Elective courses offered are: Statistics and Forecasting Methods in Business, Foreign Language - English (C1-I), Foreign Language - English (C1-II), Teaching Methods, Mathematical Modeling, and a thematic seminar. This structure ensures that doctoral students gain both essential research skills and in-depth knowledge of the field.

An in-depth review of the "Research Methods (Quantitative, Qualitative)" syllabus identified areas that require significant enhancement to meet doctoral-level standards. While the course covers foundational topics—such as the scientific approach to research, survey methods (questionnaires, interviews, telephone interviews), and observational techniques—several critical areas are underrepresented. Specifically, methods for analyzing data from both qualitative and quantitative tools need more emphasis. This aspect is crucial at the doctoral level, where comprehensive data analysis and interpretation are essential.

Incorporating these elements into the course content would considerably improve its rigor and ensure doctoral students are prepared according to contemporary scientific standards. Enhancing practical components within the course is also essential, as this will enable doctoral students to apply learned methods to real-world data, reinforcing their research skills.

Description and Analysis - Programme 4-5 (EMBA – GEO&ENG)

The Executive Master of Business Administration (EMBA) program comprises 60 ECTS credits. Upon successful completion, graduates are awarded the academic degree of Master of Business Administration. The program's educational component requires students to accumulate 40 ECTS credits, distributed as follows:

1.   Compulsory courses in the main field of study: 30 ECTS credits
2.   Elective courses in the field of study: 10 ECTS credits

To begin work on the master's thesis, students must complete all mandatory courses in the program and accumulate at least 30 ECTS credits. The thesis should address current business challenges faced by companies and organizations operating in Georgia or internationally. Research must consider regulatory norms in the Georgian business environment, adaptation to international regulations, and other relevant factors. The thesis should be based on real data, preparing students for practical roles in the business sector. The compulsory courses in the core study area include Statistics for Managers, Marketing Management, Financial Accounting for Managers, Corporate Finance, Operations Management, and Strategic

Management. A comprehensive analysis of the course syllabi confirms that each course's content aligns with the specified learning outcomes. Additionally, the number of credits allocated to each course accurately reflects its content and intended learning outcomes, with a balanced distribution of contact and independent study hours suited to each course's specific requirements.

All courses incorporate a detailed assessment system within their syllabi, with assessments tailored to the nature of each course to ensure appropriate evaluation of learning outcomes. The required literature specified in the syllabi adheres to modern standards and includes recent advancements in the field, equipping students with up-to-date knowledge and skills.

However, within the framework of the program, the Marketing Management course requires revision to align it with the academic rigor and depth expected at the master's level.

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

Evidences/Indicators

- Educational programmes
- Syllabi
- Curriculum map
- Course learning outcomes assessment Results
- Results of the interview.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

● It is recommended to improve the content of the "Research Methods" course to bring it into full compliance with doctoral level requirements. When modifying the course, special attention should be given to modern research methodologies and aspects of their practical application in the implementation of doctoral research.

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

● It is recommended to expand the course content to include specific aspects of the global business environment.
● It is recommended to enhance the marketing management to align it with the academic level of a master's degree program. This can be achieved by incorporating more specialized courses, such as

Strategic Marketing, Marketing Analytics, and Digital Marketing, which will emphasize analytical and strategic components as well as modern marketing technologies.

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

● It is recommended to expand the course content to include specific aspects of the global business environment.

● It is recommended to enhance the marketing management to align it with the academic level of a master's degree program. This can be achieved by incorporating more specialized courses, such as Strategic Marketing, Marketing Analytics, and Digital Marketing, which will emphasize analytical and strategic components as well as modern marketing technologies.

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

● It is recommended to enhance the marketing management to align it with the academic level of a master's degree program. This can be achieved by incorporating more specialized courses, such as Strategic Marketing, Marketing Analytics, and Digital Marketing, which will emphasize analytical and strategic components as well as modern marketing technologies.

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

● It is recommended to enhance the marketing management to align it with the academic level of a master's degree program. This can be achieved by incorporating more specialized courses, such as Strategic Marketing, Marketing Analytics, and Digital Marketing, which will emphasize analytical and strategic components as well as modern marketing technologies.

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 – Academic Course/Subject	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	☐	X	☐	☐
Programme 2. Business Administration, Master's Level	☐	X	☐	☐

	Complies with requirements	Substantially complies	Partially complies	Does not comply
Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	☐	X	☐	☐
Programme 2. Business Administration, Master's Level	☐	X	☐	☐
Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

The University has submitted five programs for accreditation.

For the Master of Business Administration (MBA) programs, offered in both English and Georgian, the following requirements have been established:

Programme 1 - For the PhD program, admission requirements are defined in accordance with the University's Internal Regulation on doctoral studies at the Business School. Applicants must:

1. Hold a Master's degree or equivalent;
2. Demonstrate at least a B2 level of English proficiency (testing requirements are the same as for MBA programs);
3. Submit a research statement (minimum 2,000 words). The research statement must clearly demonstrate the applicant's experience and research interests, as well as their goals and objectives. The proposal should outline the research problem, suggest possible solutions, and predict the expected outcomes. Other details regarding admission requirements are defined in the internal regulation of Business School Phd Programs and Dissertation Board. Article 4 and article 5 of the Regulation defines the details of the admission including the interview with the commission. Applicant meeting the formal requirements will have the interview with the field commission. Potentional supervisor of Phd candidate should attend the interview. Applicant will be enrolled in the program only if the consent of the supervisor and majority of the commission is provided.

Internal Regulations do not specify how many students is allowed to be supervised by one personnel of the University. As during interview it was mentioned the number of Phd students for each academic personnel is defined considering the number of other students supervised by them. And mostly the academic personnel of the University has two or three students at the same time. However, it would be reasonable to clearly define the procedures of supervise appointment for the Phd students including maximum number of students permitted for each supervisor. The methodology how the maximum number of Phd candidates will be defined to be enrolled each year should be defined as well.

Programme 2 - MBA Georgian Program requires that an applicant should:

a) Hold a Bachelor's degree or equivalent;
b) Pass the Unified Master's Exam in accordance with current legislation;
c) Pass an internal English language exam, demonstrating at least a B2 level of proficiency. Applicants possessing relevant language certificates or an academic degree from an English-language Bachelor's program are exempt from the language test.
d) Successfully complete an interview in the relevant field.

Programme 3 - The MBA English language program stipulates that an applicant should:

a) Hold a Bachelor's degree or equivalent;
b) Pass the Unified Master's Exam in accordance with current legislation; if the applicant is a foreigner with a Bachelor's degree or equivalent from a foreign country, they must submit relevant documentation;

c) Pass an internal English language exam, with at least a B2 level of proficiency being mandatory. Applicants possessing relevant language certificates or an academic degree from an English-language Bachelor's program are exempt from the language test;

d) Successfully complete an interview in their specialty.

Additionally, the program specifies that applicants must pass an internal university test in a foreign language (English), with a minimum score of 70% required.

The aforementioned requirements were discussed with program coordinators during the site visit. As stated, admission requirements are identical for both MBA English and Georgian programs. Applicants must:

Hold a Bachelor's degree or equivalent;

Successfully pass the Unified Master's Exam;

Pass an English language test at the University, demonstrating at least a B2 level proficiency;

Complete an interview in their specialty.

Applicants with relevant language certificates or Bachelor's degrees from English-language programs are exempt from the language test. Enrollment without the Unified Master's Exam is possible in accordance with current Georgian legislation.

The admission requirements stipulated in the MBA programs (120 ECTS) are neither relevant nor transparent. The Georgian program omits the possibility of enrollment without the Unified Master's Exam, while the English program's language testing requirements are ambiguous.

During the interview, it was revealed that after meeting all requirements, applicants are sometimes required to complete a "sample work test" as part of the interview process.

To comply with accreditation sub-standard 2.1, admission requirements should be relevant, transparent, fair, public, and accessible. In this case, the lack of transparency renders the requirements neither relevant, fair, nor accessible.

Applicants should have access to detailed information about admission requirements. Currently, the only place where program-specific requirements are defined is in the description of educational programs. The University should precisely describe and stipulate admission requirements in the programs in accordance with current legislation and internal regulations.

Regarding the interview component, if there is any possibility that applicants will be required to complete a written test, this should be explicitly mentioned in the admission requirements, as an interview does not inherently include a writing component.

Programme 4 and 5 - For EMBA Programs (60 ECTS), applicants must:

1.   Hold a Bachelor's degree or equivalent;
2.   Have at least five years of working experience in the field of management;
3.   Pass an English language test at the University, demonstrating at least a B2 level proficiency;
4.   Complete an interview.

Applicants with relevant language certificates or Bachelor's degrees from English-language programs are exempt from the language test. If the interview includes a writing component, this should be explicitly mentioned in the admission requirements.

Evidences/Indicators

○   Self-Evaluation Report and attached documents;
○   Educational Programs
○   Internal Regulations of the University
○   Interview Results

General recommendations of the cluster: It is strongly recommended that admission requirements be defined with precision, comprehensively detailing all preconditions that applicants must meet. All enrollment possibilities, in accordance with the current legislation, should be explicitly stipulated in the program documentation.

Specifically:

1.   Each admission requirement should be clearly articulated, leaving no room for ambiguity.

2.   Any potential variations in the admission process (such as writing components during interviews) must be explicitly stated.

3.   All legal pathways for enrollment, including those that may exempt applicants from certain standard requirements, should be clearly outlined.

4.   The documentation should provide a comprehensive overview of the admission process, ensuring transparency and fairness for all potential applicants.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s): It is recommended to clearly define the procedures of supervised appointment for the Phd students including maximum number of students permitted for each supervisor. The methodology of how the maximum number of Phd candidates will be defined to be enrolled each year should be defined as well.

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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, Doctoral Level	☐	X	☐	☐
Programme 2. Business Administration, Master's Level	☐	X	☐	☐
Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

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

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

Cluster and individual evaluation

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

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

Description and Analysis - Programme 1 (Business Administration PhD)

The Doctoral Program in Business Administration integrates teaching and research components in a comprehensive manner. The teaching component includes courses in "Research Methods" (qualitative or quantitative) and professorial assistantship. The professorial assistantship component plays a significant role in developing the practical skills of doctoral students.

To further enhance practical and research competencies, it is recommended to incorporate training in data processing software essential for both qualitative and quantitative research into the course. This addition will better equip doctoral students with the skills needed to apply modern research methodologies and tools.

Implementing this change will improve the program's effectiveness, ensuring doctoral students are well-prepared to address both academic and practical challenges in the field of business administration.

The central research component of the Doctoral Program in Business Administration involves the preparation and public defense of a dissertation. This process is conducted under the guidance and mentorship of a scientific supervisor.

Description and Analysis - Programme 2 and 3 (Business Administration, MA - GEO & ENG)

One of the primary goals of the Master of Business Administration (MBA) program is to prepare students for practical work in the business field. To achieve this objective, the program is focused on developing essential skills that students will acquire upon completing the program.

Practical skill development is supported through a practical component, which is assigned 10 ECTS credits. Specifically, students who are not employed must complete an internship at institutions with which the university and business school have established a memorandum of understanding. For employed students, a certificate from their workplace is required, specifying their position and responsibilities. If a student is exempt from the internship requirement, they may select elective courses within their field of study to accumulate the necessary 10 credits.

Furthermore, practical components are integrated throughout the program's academic courses. Students engage in case studies, project preparation, and presentations, fostering hands-on learning experiences.

To enhance research skills, MBA students complete a master's thesis. This process is preceded by core courses, including "Statistics for Managers," which contributes to the development of research competencies. However, student interviews revealed limited involvement in scientific conferences. **We recommend that the institution strengthen support for students' participation in conferences.**

The university has presented 12 memorandums signed with internship facilities and employers. Analysis of these memorandums reveals that they do not specify the number of students or the duration of internships.

During the internship period and project involvement, the student is supervised by a qualified professional in the field who evaluates the student's performance.

Description and Analysis - Programme 4 and 5 (EMBA – GEO&ENG)

The Executive MBA (EMBA) program aims to develop highly qualified professionals capable of addressing the complex challenges in today's business environment. This program is structured to provide students with comprehensive knowledge across various facets of business administration, from strategic management to financial analysis and marketing strategy.

A core objective of the program is to cultivate students' analytical and critical thinking skills, essential for independent scientific and research activities. This involves not only acquiring theoretical knowledge but also gaining practical experience, enabling students to apply these concepts in real-world business scenarios.

Additionally, the EMBA program prepares students for practical roles in the business field. It emphasizes both theoretical foundations and the development of practical skills necessary for successful careers in today's dynamic business environment.

The main characteristics of the EMBA program include its emphasis on practical experience and real business scenario analysis, a focus on strategic issues and leadership, and often, projects related to students' current work. The EMBA prioritizes practical application over academic research and frequently invites active business leaders to lectures and seminars. These elements reflect the EMBA's target audience: experienced professionals aiming to enhance their leadership abilities. In contrast, a traditional MBA is generally tailored for students seeking broader and deeper knowledge in business administration.

Cluster analysis of these features shows that the EMBA program is a more condensed version of a traditional MBA. However, the distinctions between the two are nuanced. The primary differentiator for EMBA admission is the prerequisite of a bachelor's degree or equivalent and at least five years of experience in management or administration.

A comparative analysis of MBA and EMBA curricula reveals substantial overlap in course content, with both programs employing similar methodologies for skill development. Both programs also involve a research component, as students in each prepare a master's thesis.

We believe that the EMBA's distinguishing features should be more clearly defined. Specifically, its practical focus and high-level networking opportunities should be highlighted. The aim of the EMBA is for students to gain not only theoretical knowledge but also practical skills they can immediately apply in their professional environments.

Therefore, it is recommended that the EMBA's structure and content be reviewed to emphasize its unique aspects and value for senior managers. This may include adding specialized modules, incorporating real-world business projects, and increasing engagement with industry leaders to further differentiate the EMBA from the traditional MBA program.

Evidences/Indicators

○   Education programs
○   Programms syllabus
○   Interview results

Evaluation

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

• It is recommended to support students by ensuring their involvement/participation in scientific conferences.

It is recommended that the memoranda clearly specify both the duration of the internship, and the number of students involved.

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

- It is recommended to support students by ensuring their involvement/participation in scientific conferences.
- It is recommended that the memoranda clearly specify both the duration of the internship, and the number of students involved.

Suggestion(s):

•

Programme 4 (English Business Administration (EMBA), Master's Level)

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. Business Administration, Doctoral Level	X	☐	☐	☐
Programme 2. Business Administration, Master's Level	☐	X	☐	☐
Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

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

Description and Analysis - Programme 1, 2, 3, 4 and 5 (PhD, MBA-ENG-GEO, EMBA ENG-GEO)

Based on the analysis of course syllabi and interviews with academic staff, the following learning outcome achievement methods have been identified: Verbal Method, Demonstration Method, Presentation, Practical Work, Group Work, Project-Based Learning, Problem-Based Learning, Learning by Doing, Case Study, Simulation Learning, Discussions and Debates, and E-Learning. The combined application of these methods ensures effective achievement of learning outcomes, as evidenced by both documentary analysis and academic staff experience. Each method is selected considering the specifics of the course and target competencies.

Interviews with academic staff reveal that the employed teaching-learning methods foster active student engagement and multilateral interaction. The learning process facilitates collaborative relationships among students while promoting independent thinking and decision-making abilities. Students are encouraged to demonstrate initiative and take responsibility for their own learning.

The methodology focuses on developing multifaceted skills, with particular emphasis on critical and analytical thinking. This approach supports students' professional and personal growth. The teaching methods demonstrate considerable flexibility and adaptability, taking into account individual student needs, learning styles, and academic performance levels.

When necessary, individual learning programs are developed and implemented, tailored to specific student interests and academic preparation levels. These personalized approaches ensure that each student receives appropriate support for their educational journey.

This comprehensive and flexible approach ensures the effectiveness of the educational process and promotes student academic engagement. The methodology demonstrates a student-centered approach that promotes both academic excellence and personal development while maintaining adaptability to individual learning needs.

The methods employed are consistently evaluated and refined based on student feedback and learning outcomes, ensuring continuous improvement in teaching effectiveness and student achievement. This dynamic approach to teaching and learning creates an environment conducive to both academic success and professional development.

Evidences/Indicators

○   Educational programs
○   Academica courses syllabus
○   Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The assessment of students enrolled in the educational programs organized within the cluster is conducted in accordance with the regulations governing educational process management at GAU, which align with Order #3 issued by the Minister of Education and Science of Georgia. These regulations encompass mechanisms for evaluating both the educational and scientific research components. Additionally, GAU has established evaluation procedures specifically for the scientific research component of the master's educational program, as well as for the educational research components of the doctoral programs.

The University has established guidelines for the preparation of a thesis submitted in pursuit of a Master's degree, which includes comprehensive information about the Master's program in the form of a regulation. Additionally, specific instructions for the defense of a thesis presented for the attainment of a doctoral degree have been developed, accompanied by the relevant provisions. In this process, the chairperson of the dissertation council is responsible for appointing two evaluators (reviewers) no later than ten days following the submission of the thesis topic. One of the evaluators of the thesis topic must be a professor or associate professor from the business school, while the other evaluator should be an individual from outside the university who holds a doctorate or an equivalent academic degree in the relevant field. The evaluators (reviewers) are responsible for determining the eligibility of the thesis for public defense. The defense itself is conducted publicly before the designated commission. The evaluation of the work occurs immediately following the defense, conducted through a confidential ballot by each member of the board, based on established criteria. For the initial assessment of the thesis, five positive and two negative evaluations are utilized. Negative evaluations are classified as follows: a) "unsatisfactory" (insufficient), which indicates a result that fails to meet the requirements due to significant inaccuracies; and b) "absolutely unsatisfactory" (sub omni canone), which denotes a result that entirely fails to satisfy the established criteria. In the event that a doctoral candidate receives an unsatisfactory evaluation, they are granted the opportunity to submit a revised thesis within one year.

The study component of the master's program is divided into compulsory and optional training courses. The research component is represented by the master's thesis, the scope of which is specified by the educational program. The evaluation of the master's thesis is conducted once, during the final assessment, by a designated commission. Similarly, the doctoral program encompasses both instructional (including independent) and scientific research components.

The student evaluation mechanism for the training programs is established through a 100-point system, which includes both intermediate and final assessments. The final exam carries a weight of 40 points, while the remaining 60 points are allocated to intermediate evaluations. The minimum passing score for the intermediate assessment is 25 points, and 16 points for the final exam. A study course is deemed successfully completed if the student accumulates a total of at least 51 points.

Various assessment forms are utilized during the mid-term evaluation, including seminars, presentations, projects, practical work, and others. The intermediate exam is a mandatory component of this evaluation process. A student's final grade is determined by the cumulative total of the mid-term grades and the final exam score. Each assessment method is evaluated according to specific assessment criteria.

Student evaluation procedures are designed to be transparent and equitable for all students. They have the opportunity to review the content of the syllabi and to receive advance information regarding the subject matter and evaluation criteria for each course. Additionally, the syllabus is discussed at the beginning of the course during the first lecture. If needed, students can easily obtain feedback and reasoned responses from lecturers concerning specific assessments. They also have the right to appeal a grade if they believe their work has been evaluated unfairly. Interviews with students revealed that the majority are aware of the procedural steps involved, although there have been no previous instances of such appeals.

Students are informed about how to check their papers using a plagiarism detection program, with the university managing this process directly. In cases where plagiarism is detected, a negative report is generated, and the measures outlined in the university's code of ethics are enforced against the student.

Description and Analysis -Programme 1 - Business Administration , Doctoral Level

Upon completion of the coursework components of the business doctoral program, doctoral students are required to undertake a thesis. At the time of enrollment, each PhD student collaborates with their thesis supervisor to develop individualized research plans, which the supervisor subsequently evaluates to monitor the student's progress. In this context, and with a focus on research transparency, it is advisable that the theoretical and empirical components of the research topic be presented in a formal manner, accompanied by a concise overview, as a mandatory requirement prior to assessments conducted by the faculty's designated committee throughout the semesters. This approach not only enhances the transparency of the doctoral research process but also facilitates the involvement of academic experts, thereby ensuring objective evaluations and constructive recommendations.

Evidences/Indicators

○   Interview with students, graduates, program head and academic staff;
○   Self-evaluation report of the training program;
○   Syllabus of educational courses;
○   Regulatory Statement of Doctoral and Dissertation Council of the Business School;

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):   Given the specificity and complexity of the thesis defense, it would be prudent to incorporate the theoretical framework and research components as a mandatory requirement prior to the final defense, possibly distributed across the semesters. This approach allows faculty board members to offer their insights and recommendations as needed, thereby enhancing the overall quality and rigor of the doctoral thesis process.

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	☐	X	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	☐	X	☐	☐
Programme 4 Master's Educational Program in	☐	X	☐	☐

Business Administration (EMBA)				
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	☐	X	☐	☐

3.   Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

Master's and doctoral students at the Faculty of Business Administration of Georgian-American University receive pertinent information regarding the planning of their learning processes and strategies for enhancing academic performance, facilitated through the university's website and electronic portal. This platform enables each student to monitor their academic progress and facilitates communication with administrative representatives and lecturers.

Academic and administrative staff actively support students in selecting and sequencing their courses. Students enrolled in the program receive information about counseling hours directly from their lecturers. Additionally, the academic manager of the school assists students with various matters, including registration, scheduling for their curatorial group, and guidance on using the electronic platform.

Interviews with students indicated that they receive relevant communication regarding the planning of their learning processes, academic performance, employment opportunities, and career development from various higher education institution staff, such as the dean's office, heads of educational programs, and the career service. The career service provides students with information about labor market opportunities and assists them in applying their knowledge effectively. Additionally, they conduct surveys of students, graduates, and employers, analyzing the results in collaboration with the business school.

All lecturers are accessible to students for consultations when needed. In addition to in-person consultations, lecturers also offer remote support, making it easier for students to quickly and effectively obtain the information they require.

In general, students have the opportunity to participate in conferences and various activities, such as scientific projects. However, during interviews with students in the doctoral and master's programs at the business school, many indicated that while they are aware of available conferences, participation is notably lower, particularly among master's students. Involvement in scientific projects and the publication of articles is even less common, despite these activities being essential for developing independent research skills—one of the key objectives of the master's program.

We reckon that academic staff and supervisors should actively encourage students to participate in events that facilitate professional networking, provide insights into new challenges in their field, and enhance communication skills. Additionally, involving international guest lecturers in workshops and master

classes would be beneficial, as the university's international nature allows students to gain valuable perspectives from abroad and compare them with local experiences. Although the self-evaluation includes information about similar experiences and presents a brief list of visiting foreign lecturers, interviews revealed that students were generally less informed about these opportunities.

The university provides students with international exchange programs, and documentation indicates that students have participated in these programs across various countries in different years. However, during interviews, students acknowledged this opportunity but stated that none of them had taken part in such experiences, citing work commitments and lack of time as the primary reasons.

During the survey of the students, they mentioned that the university has appeal procedures if there is something that is not in accordance with the learning process.

Meetings and forums with employers are conducted at the university, and extracurricular activities such as exhibitions and workshops are documented. However, the specific types of business-related events or conferences held are not clearly defined, as many activities appear to be general in nature and applicable to all students at the university.

During the interviews, students expressed a desire for more case studies that are specific to the Georgian reality in the practical components of their programs.

Evidence/indicators

○ Self-evaluation report of the training program;
○ Syllabus of educational courses;
○ Interviews with the dean, self-evaluation group, students, graduates;
○ Regulations of the business school;
○ Component evidences/indicators, including the relevant documents and interview results
○ **General recommendations of the cluster:**

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):   It is suggested that Master's students in Business Administration increase their engagement in conferences and scientific projects. This involvement will enhance their academic experience, promote professional development, and facilitate networking opportunities with industry experts. Additionally, active participation in these activities will contribute to the overall credibility of the program and its alignment with current industry trends and research.

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

The Georgian-American University master and doctoral programs aim to develop highly qualified leaders capable of addressing challenges and managing companies, staff, processes effectively. The programs prepare competitive specialists with versatile theoretical knowledge, practical skills, ability to conduct scientific research within the field of business administration.

The self-evaluation report, programs' content and the documentation provided by the institution reflect the activities of administration, academic and invited staff for achieving the goals of the programs. During the

interviews, academic and invited staff declared their impetus for supporting students in the learning process.

Graduates and PhD students of master's and doctoral programs grouped in the business cluster of Georgian-American University are supervised by specialists with the relevant competencies and publications, research projects in the field. It is confirmed by the documentation provided by the HEI.

The interviews with master and doctoral students and alumnis revealed, that while working on the theses students are in constant contact with the scientific supervisors. The spate of supervisor's duties are as follows: supporting students in writing a dissertation/scientific research, paper/dissertation, suggesting scientific literature, publications and recent research in the field of study; assisting the process of students' integration into a local and international scientific network, engaging students in local and international scientific events and presentation of research results, publication of scientific papers in peer-reviewed research journals, participation in scientific grant competitions and A.S.

Supervisors support the master's/doctoral student in the implementation of the scientific-research component. In order to ensure academic ethics, the university operates the anti-plagiarism program, in which the master's/doctorate student is obliged to upload the thesis before defense.

The scientific supervisor of the master and doctoral student must have an academic degree of doctor in the relevant field, research experience in the scientific field related to the topic of the student's dissertation, and relevant publications. The scientific supervisor controls the implementation of the individual study and research plan of the doctoral student.

Issues related to the implementation of Doctoral Educational programs, educational and research components, admission to doctoral studies, thesis submission, defense and evaluation, awarding of the academic degree of doctor, are regulated by the minimum standard of doctoral studies of GAU-s and the faculty's doctoral regulations. As for the rules and criteria of the thesis, in addition to the fact that the supervisor informs his master's/doctorate student of the relevant material, the documentation is also available on the university's website.

The master scientific supervisors provide proper support to students to perform the scientific-research component successfully. Within master's programmes, ratio of students and supervisors enable to perform scientific supervision properly.

Description and Analysis - Programme 1 (Name and Level)

Description and Analysis – Doctoral Program.

The self-evaluation report, Doctoral programs' content and the documentation provided by the institution reflects Supervisors active engagement into students' working process. The interviews with academic and invited staff declared their impetus for supporting students in the learning process. The same was confirmed by the doctoral students.

The spate of Doctoral supervisor's duties are as follows: supporting students in writing a dissertation/scientific research, paper/dissertation, suggesting scientific literature, publications and recent research in the field of study; assisting the process of students' integration into a local and international scientific network, engaging students in local and international scientific events and presentation of research results, publication of scientific papers in peer-reviewed research journals, participation in scientific grant competitions and A.S.

Nevertheless, the evaluation of the Supervisors work is mostly vague, as it does not reflect the specific components and criterias of Supervisors engagement into scientific-research work during the three years of studies. Moreover, the evaluation is done by the student, and the work of Supervisor is vague for the Head of the program and the quality assurance office.

Supplementing the program with additional activities will make the thesis work more transparent and predictable for the doctoral student, supervisor and the Head of the Doctoral Program. Implementing additional thesis writing components to the program will make the scientific-research work of Supervisors more transparent and the Supervisors evaluation more adequate and objective for the student and quality assurance office. Hereby, it would be reasonable to make research process and cooperation of the student

and supervisor more clear, structured and planned. As a result students will have the possibility to evaluate their cooperation with supervisors for quality assurance goals as well.

Data related to the supervision of master's/doctoral students Programme 1 (Business Administration, Doctoral Level)	
Number of master's/doctoral theses supervisors	17
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	5
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	3.4

Data related to the supervision of master's/doctoral students Programme 2 (Business Administration, Master's Level)	
Number of master's/doctoral theses supervisors	13
//Number of doctoral thesis supervisors	
Number of master's students	61
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.21
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students Programme 3 (Level; Business Administration, Master's Level (English))	
Number of master's/doctoral theses supervisors	13
//Number of doctoral thesis supervisors	
Number of master's students	-
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	-

Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

○   Self-evaluation Report;
○   Master and Doctoral Program Documentation;
○   Interviews with Head of Master Program;
○   Interview with the Head of Doctoral Program;
○   Interview with Supervisors;
○   Regulation of Master's Degree Program of Georgian American University, Business School (Faculty)

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s): It is recommended to make research process and cooperation of the student and supervisor more clear, structured and planned. As a result students will have the possibility to evaluate their cooperation with supervisors for quality assurance goals as well.

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	☐	X	☐	☐
Programme 2. Business Administration, Master's Level	X	☐	☐	☐
Programme 3. Business Administration, Master's Level (English)	X	☐	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	X	☐	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in	X	☐	☐	☐

Business Administration (EMBA)				
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

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

The appointment on the academic positions (professor, associate professor, assistant-professor, assistant) at the university is based on competition in accordance with the Georgian law "about higher education", regulatory statement of the university and the statement on "conducting competition for academic positions at Georgian-American University". The process and regulations for holding academic positions by academic staff are described and regulated in detail by the University Statute. The university president announces an open call on academic positions. The order defines the quantity of the positions of professor, associate professor, assistant-professor and assistant according to specialties. The order is posted publicly. All the information regarding the competition is accessible for interested individuals for the provision of transparent, equal and fair process.

The appropriate qualification, practical and academic experience of the academic and invited personnel implementing the program is confirmed by the documentation presented in their personal file (resume, documentation confirming education, qualification and academic degree/rank). The scientific activity of the academic staff has been verified through a detailed review of their individual portfolios. The invited staff bring significant expertise, with many years of experience in the private business sector or public service. However, it should be noted that, in the case of the academic staff, there is a noticeable deficiency in scientific output, including publications, articles, and related activities.

The workload of academic staff is governed by the university's established regulations. For a full workload, the total number of hours does not exceed 40 hours per week. The staff workload adheres to established standards and is transparently documented in the workload table for the current semester, which provides a detailed breakdown of both teaching hours and hours allocated for scientific activities.

The University has established a comprehensive methodology for planning and developing educational programs, which clearly defines the rights and responsibilities of program directors. As mentioned in the regulations, the program director is responsible for ensuring the academic quality and continuous

development of all programs at the University. Serving as the primary contact person with the quality assurance service at both the school and university levels, the program director plays a pivotal role in maintaining academic standards and development. Each program may have one or more directors, who must hold the positions of university professor or associate professor. Based on the review of personal files and staff interviews, it is evident that the program leaders effectively meet the university's current needs. They are actively engaged in the teaching process, contribute significantly to program development, and maintain consistent and constructive communication with students, as well as with the university administration and management.

Programme 1 (Business Administration, Doctoral Level)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[8]	Including the staff holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Total number of academic staff	**20**	**20**	**10**	**17**
- **Professor**	12	12	9	12
- **Associate Professor**	5	5	5	5
- **Assistant-Professor**	0	0	0	0
- **Assistant**	0	0	0	0
Invited Staff	3	3	2	_
Scientific Staff	0			_

Programme 2 and 3 (Business Administration, Master's Level; Business Administration, Master's Level (English))

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[10]	Including the staff holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Total number of academic staff	**20**	**20**	**10**	**13**
- **Professor**	9	9	6	9
- **Associate Professor**	3	3	3	3
- **Assistant-Professor**	0	0	0	0

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[8] Staff implementing the relevant components of the main field of study

[9] Staff with relevant doctoral degrees implementing the components of the main field of study

[10] Staff implementing the relevant components of the main field of study

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

	1	1	0	1
- **Assistant**	1	1	0	1
Invited Staff	7	7	1	_
Scientific Staff	0			_

Programme 4 and 5 (English Business Administration (EMBA), Master's Level; English Business Administration (EMBA), Master's Level (English))

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[12]	Including the staff holding PhD degree in the sectoral direction[13]	Among them, the affiliated academic staff
Total number of academic staff	**20**	**20**	**10**	**13**
- **Professor**	9	9	6	9
- **Associate Professor**	3	3	3	3
- **Assistant-Professor**	0	0	0	0
- **Assistant**	1	1	0	1
Invited Staff	7	7	1	_
Scientific Staff	_	_	_	_

Evidences/Indicators

- Self-Evaluation and attached documents
- Interview Results

General recommendations of the cluster: None

General suggestions of the cluster:

- As observed in the documentation, the same academic personnel are involved across multiple programs. For different programs, it may be beneficial to have dedicated personnel with relevant business experience to better address the unique needs of each program.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

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[12] Staff implementing the relevant components of the main field of study

[13] Staff with relevant doctoral degrees implementing the components of the main field of study

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

● For English-language programs, including foreign experts as invited lecturers will provide students with valuable international perspectives and experiences, further enhancing the program's quality and appeal.

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

● For English-language programs, including foreign experts as invited lecturers will provide students with valuable international perspectives and experiences, further enhancing the program's quality and appeal.

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 Doctoral Educational Program in Business Administration	**X**	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	**X**	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	**X**	☐	☐	☐

Programme 4 Master's Educational Program in Business Administration (EMBA)	**X**	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	**X**	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

Doctoral students are supervised by academic and scientific staff of the Georgian-American University Business Administration School, and master's students are supervised by both academic and scientific staff of the Faculty and, if necessary, invited staff. Qualification of supervisors is relevant to the work they are engaged in. During the interviews, the supervisors reflected the full awareness in the procedure and the rules of planning, elaboration, discussion and approval of the abovementioned programs, described in the regulatory statements of Master and Doctoral programs. Personnel is actively engaged in trainings and workshops in the relevant field, provided by the University and/or local HEI. Nevertheless, as mentioned in the next 4.3 standard, in case of research component supervisors, the scientific-research activity, scientific articles published in journals indexed in the Web of Science or Scopus databases during the last five years is very low as well. The scientific activities of supervisors have to be improved, as it will impact the degree of supervision of MA and Phd Students research process. Moreover, supervisors can manage publishing articles in international journals indexed in high-rated databases in cooperation with their students. This would motivate the young researchers to continues their scientific activities and give them practical experience of qualified research competences.

Programme 1 - Business Administration - Doctoral level

In accordance with the internal regulation on Phd Studies and Dissertation Board, article 19, an academic supervisor / advisor of a doctoral student may be a member of the School Dissertation Council professor, associate professor or any other person approved by the Dissertation council holding a doctoral degree and research experience in the field of the dissertation. In accordance to article 8, the dissertation council of the Business School is made up of all professors and associate professors of the School. Hereby, based on the quantitative data submitted by the University, the numbers of the following time-table are presented below:

Programme 1 - Business Administration - Doctoral level

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	18	5	17
- Professor	14	2	13
- Associate Professor	4	3	4
- Assistant-Professor	0	0	0
Invited Staff	0	0	0
Scientific Staff	0	0	0

Doctoral program students in Georgian-American University are supervised by academic and scientific staff. Doctoral students are supervised by academic and scientific staff. As it was mentioned during the interviews, one academic staff can supervise no more than three students. Qualification of supervisors is relevant to the work they are engaged in. During the interviews, the supervisors reflected the full awareness in the procedure and the rules of planning, elaboration, discussion and approval of the abovementioned programs, described in the regulatory statement of Doctoral programs. Personnel is actively engaged in trainings and workshops in the relevant field, provided by the University and/or local HEI.

Topics for a doctoral thesis are approved by the School Board on the recommendation of the prospective supervisors. An academic supervisor of a doctoral student: monitors the fulfillment of the study component by a doctoral student; provides consultation to a doctoral student on the completion of the research component.
During the interviews doctoral students and alumnis admitted full satisfaction with the supervisor's work and their competence. The supervisors were engaged in the research process, supported students with recommendations and carefully directed their working process. The Supervisors showed off high qualification and awareness in the researched field. Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Programme 2 - Master of Business Administration GEO (120)

Master of Business administration programme (120) students are supervised by academic and scientific staff. Master's students are supervised by both academic and scientific staff of and, if necessary, invited staff. One academic staff can supervise no more than four master's students. Qualification of supervisors is relevant to the work they are engaged in. During the interviews, the supervisors reflected the full awareness in the procedure and the rules of planning, elaboration, discussion and approval of the abovementioned programs, described in the regulatory statement of Master programs. Personnel is actively engaged in training and workshops in the relevant field, provided by the University and/or local HEI.

Topics for a master's thesis are approved by the School Board on the recommendation of the prospective supervisors. The supervisor of the master's thesis assists the master's student in completing the research component.

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[14] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

During the interviews students and alums admitted full satisfaction with the supervisor's work. The supervisors were engaged in the research process, supported students and carefully directed their working process. The Supervisors showed off high qualification and awareness in the researched field. Master's students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

In accordance with the Regulation on Master Studies, article 7, the supervisor of the master's thesis may be a professor of the Business School, an associate professor or, by the decision of the School Board, another person who has an academic degree of Doctor and / or relevant scientific / practical experience.

Based on the internal regulations, quantitative data, submitted by the University, the numbers related to the supervisors of the Master theses are as follows:

Programme 2 (Master of Business Administration GEO (120))[15]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[16]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	13	3	13
- Professor	9	1	9
- Associate Professor	3	2	3
- Assistant-Professor	1		1
Invited Staff			–
Scientific Staff			–

Programme 3 - Master of Business Administration ENG (120)

Master of Business administration programme ENG (120) is new program submitted for accreditation. The internal regulations stipulating the framework for MA students supervision are the same as mentioned in the Georgian program description. Students might be supervised by academic and scientific staff and, if necessary, invited staff. Academic and invited staff engaged in the program fulfillment are the same as for georgian program. Qualification of supervisors is relevant to the work they are engaged in. During the interviews, the supervisors reflected the full awareness in the procedure and the rules of planning, elaboration, discussion and approval of the abovementioned programs, Personnel is actively engaged in trainings and workshops in the relevant field, provided by the University and/or local HEI.

Topics for a master's thesis will be approved by the School Board on the recommendation of the prospective supervisors. The supervisor of the master's thesis should assist the master's student in completing the research component. For this purpose, holds regular meetings and consultations with the student on the following topical issues will be provided: development of an individual research plan; selection of research design; access to scientific literature, relevant case law and electronic databases, as well as other resources; proper planning and implementation of the master's thesis writing process. The volume of the master's

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

16 Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

thesis can be 20 credits - 500 hours. The number of contact hours per hourly load will be taken into account individually according to the needs of the master's degree student, but in total should not be less than 15 hours.

Hereby based on the internal regulations, quantitative data, submitted by the University, the numbers related to the supervisors of the Master theses are the same as for Georgian program and they are presented as follows:

Programme 3 (Master of Business Administration ENG (120))[17]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	13	3	13
- Professor	9	1	9
- Associate Professor	3	2	3
- Assistant-Professor	1		1
Invited Staff			–
Scientific Staff			–

During the interviews students and alumni of the Georgian program admitted full satisfaction with the supervisor's work. The supervisors were engaged in the research process, supported students and carefully directed their working process. The Supervisors showed off high qualification and awareness in the researched field. Master's students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Evidences/Indicators

- Self-evaluation report
- Regulations of Master's Degree Program;
- Regulations of Doctoral Program;
- Interviews with academic and invited staff;
- CV's of personnel

General recommendations of the cluster:

General suggestions of the cluster: It is suggested master/doctoral thesis supervisors improve their scientific-research activities and provide scientific articles publishing in journals indexed in the Web of

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

[18] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Science or Scopus databases, reasonably in cooperation with their students whose research component supervision is provided by them.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

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 1. Business Administration, Doctoral Level	X	☐	☐	☐
Programme 2. Business Administration, Master's Level	X	☐	☐	☐
Programme 3. Business Administration, Master's Level (English)	X	☐	☐	☐

	X	□	□	□
Programme 4. English Business Administration (EMBA), Master's Level	X	□	□	□
Programme 5. Business Administration (EMBA), Master's Level (English)	X	□	□	□

Evidences/Indicators

○ Self-evaluation report
○ Regulations of Master's Degree Program;
○ Regulations of Doctoral Program;
○ Interviews with academic and invited staff;
○ CV's of personnel

4.3 Professional Development of Academic, Scientific and Invited Staff

➤ The HEI conducts the evaluation of programme staff and analysis 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

Supporting and career development is one of the announced priorities of the University. By improving skills and competences, this continuous process aims to assist staff members in performing to the best of their abilities in the responsibilities that are specified in their employment contracts. The institution states that all employees have equal opportunity for professional growth and that all personnel categories are treated equally.

Documents provided by the HEI state that staff has different opportunities to engage in exchange programs with other higher education institutions and research organizations within the country and abroad. Academic and invited personnel has an opportunity to benefit from funded scientific and business trips aimed at furthering their professional career growth.

Through systematic evaluation and analysis of the academic and research activities within the educational programs of the cluster, it has been observed that academic and invited staff are engaged in workshops and professional training within Georgia. However, there is still a need to enhance more activities outside the country boundaries, increase productivity, quality of scientific researchers, and gain international recognition. Currently, the Quality Assurance Department has introduced minimum scientific standards, which require academic staff to produce publications. To support these areas, the administration of the University is providing support to the staff through financial resources and information to assist with publishing.

According to internal policies, the university evaluates its employees on a regular basis. Clarifying expectations for staff members from the university, keeping a systematic eye on their activities, identifying strengths, weaknesses, and areas in need of development, identifying potential in each person and assisting in its growth, boosting job motivation and satisfaction, and enhancing the caliber of duty performance are the main objectives of these evaluations. Information pertaining to the assessment is given individually to

provide a seamless and successful evaluation process, which strengthens university corporate culture and increases overall productivity

Academic and invited staff, involved in educational programs perform self-evaluations using university-developed forms that outline various activities. These self-evaluations are reviewed and analyzed by the heads of the relevant departments. The results, along with the details of the staff contract and workload, are assessed by the relevant councils and forwarded to the quality assurance service for further enhancement of activities.

Administrative and support staff are evaluated according to regulations set by the university. Evaluation results are confidential. Only the evaluator and authorized personnel handling the information have access to each employee's evaluation details. Employees have the right to review the final results of their performance evaluations.

Georgian-American University Master and Doctoral Programms self-assessment questionnaires reflect information from the previous calendar year. The Head of the Programs evaluates these self-assessment results, preparing a report on educational and research activities, analyzes the reports, works out action plans and provides recommendations for the enhancement of educational and research activities.

The interviews and the documentation supported by the University reveals that most of the scientific works, conferences, grants are realized by the few active personnel, while others have few publishings in national journals and participation in conferences within the country.

The University's Business school budget provides financial resources for research and internationalization processes. However, the scientific and research activity in some cases is very low. The documentations, provided by the academic and invited staff reflect low engagement in international activity. In many cases the scientific-research activity, scientific articles published in journals indexed in the Web of Science or Scopus databases during the last five years is very low. The scientific activities have to be improved, as it will better correlate the needs of local and global markets and provide achievement of goals and learning outcomes of the program.

The support and encouragement in participating in different exchange mobility programs, as well as international conferences and internal grant competitions provided by the University will contribute a lot to the scientific potential of the University and ensure the internationalization process at the same time.

Needs to be mentioned, that Curriculum Vitaes provided by the HEI does not fully provide the information about the articles and activities given. In some cases, the CV-s did not provide links of the given scientific articles and/or the name of journal publishers.

Evidences/Indicators

○ The CV's of the academic and invited staff;
○ The QA documentation;
○ Interviews with personnel;
○ The Self-evaluation report.

General recommendations of the cluster:

● It is recommended to increase personnel involvement in scientific-research activity on an international level in high-rated, indexed journals.

General suggestions of the cluster:

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

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 4.3. Professional Development of Academic, Scientific and Invited Staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Doctoral Level	☐	**X**	☐	☐
Programme 2. Business Administration, Master's Level	☐	**X**	☐	☐

Programme 3. Business Administration, Master's Level (English)	☐	X	☐	☐
Programme 4. English Business Administration (EMBA), Master's Level	☐	X	☐	☐
Programme 5. Business Administration (EMBA), Master's Level (English)	☐	X	☐	☐

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 fully equipped with the material and technical resources essential for the educational process, ensuring a supportive learning environment. It includes classrooms outfitted with computers, specialized software, projectors, and other instructional technologies. Additionally, examination centers, and a library provide further resources to support both students and faculty.

For campus security, a dedicated security unit ensures the safety of buildings, equipment, and the overall environment, including order and safety across the premises. The university has refined this unit's functions to optimize its operational effectiveness in protecting the campus and its resources.

The library, equipped with required and supplementary literature as outlined in course syllabi, offers multiple copies of essential textbooks for high-demand subjects, enabling students to access physical materials. The library also collaborates with international electronic library databases, expanding students' access to global academic resources. Key databases available include:

- Cambridge Journals Online
- BioOne Complete
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- IMechE Journals
- Openedition Journals
- Royal Society Journals Collection
- SAGE Premier

These resources are cataloged electronically and accessible via the university's website (gau.edu.ge).

The university has implemented an electronic educational management system that facilitates student engagement and academic progress tracking. This platform, accessible via each student's personal portal (Student Portal), enables streamlined communication with the administration and faculty, housing essential information such as syllabi, evaluation metrics, examination schedules, and official announcements. This integrated system enhances communication and allows for a comprehensive view of academic performance and program progression.

Through its strategic allocation of resources and commitment to academic integrity, the university is well-positioned to support the ongoing development of its programs and to meet the evolving needs of its academic community effectively.

Evidences/Indicators

o   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:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

The Georgian-American University LLC has presented its 2023/2024 budget, which is allocated as follows: total revenue amounts to 1,555,182 GEL, total expenses to 1,198,154 GEL, and net profit to 357,028 GEL. The majority of the university's revenue—92% (1,430,182 GEL)—is derived from higher education activities, while the remaining 8% (125,000 GEL) comes from other income sources. The expense structure is primarily composed of payroll costs, which account for 64.3% of total expenses (770,345 GEL). This includes 409,795 GEL allocated for academic and visiting staff, 30,000 GEL for research staff, 320,550 GEL for administrative staff, and 10,000 GEL for bonuses and incentives. Significant financial resources are allocated to research and internationalization (127,000 GEL, or 10.6% of total expenses), student-oriented activities (130,309 GEL, or 10.9%), and staff development (85,000 GEL, or 7.1%). The budget analysis indicates that the university is financially stable and makes substantial investments in academic staff retention, research initiatives, student services, and staff development. A positive financial outcome, with a profit of 357,028 GEL, further demonstrates the institution's financial sustainability.

Evidences/Indicators

○   Budget of Faculty

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

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐

Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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 Internal Quality Assurance System at Georgian American University (GAU) is based on internal regulations that comply with legislative requirements. The primary governing documents include the Regulation on Quality Assurance Policy, Regulation on Quality Assurance Department, Regulation on Educational Program Planning, Elaboration and Development, and the Regulation on Learning Outcome Assessment Methodology. The University maintains standardized questionnaires to conduct surveys among various stakeholders in accordance with its internal regulations.

The University has submitted results from various surveys conducted. As mentioned by the Quality Assurance Department during site-visit interviews, surveys are conducted at the end of each semester and academic year. Student surveys are anonymous and voluntary. When the Quality Assurance office cannot obtain sufficient data due to low student participation, they organize focus group meetings to emphasize the importance of student feedback for the development of educational programs and the University's overall improvement.

The submitted documentation primarily consists of raw data collected from surveys. However, analysis of this data is more crucial for meaningful evaluation. While data collection is essential for quality enhancement, without proper analytical work, it is difficult to identify the strengths and weaknesses of educational programs, assess their implementation, and plan future developments.

Interviews with academic and visiting personnel revealed that their involvement in quality assurance mechanisms remains largely superficial. During interviews, only a few staff members could articulate the quality assurance mechanisms used in their evaluation, explain who conducts their assessments, or describe how they utilize evaluation results.

The objectives of the quality assurance system can only be achieved when all stakeholders actively participate in its implementation. Academic and visiting faculty should clearly understand which quality assurance mechanisms apply to their performance evaluation, the primary objectives of these evaluations and how to utilize the results for professional development

Therefore, the Quality Assurance office should conduct additional meetings and workshops for cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

Evidences/Indicators

○ Self-evaluation Report and submitted documents
○ Internal Regulations of the University
○ Interview Results

General recommendations of the cluster:

● Quality Assurance office should conduct additional meetings and workshops for cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with

relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 5.1 Internal Quality Evaluation	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 Doctoral Educational Program in Business Administration	☐	X	☐	☐
Programme 2 Master's Educational Program in Business Administration	☐	X	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	☐	X	☐	☐
Programme 4 Master's Educational Program in	☐	X	☐	☐

Business Administration (EMBA)				
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	☐	X	☐	☐

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 University has obtained external evaluations of its educational programs invited experts. Additionally, in accordance with current legislation, the University submits self-evaluation reports to the National Center for Quality Assurance. Based on external evaluation recommendations, new teaching components were incorporated into the program curriculum. The University primarily relies on accreditation and self-evaluation submissions as external evaluation tools.

For the program development it would be reasonable and important to be evaluated by the field experts of foreign HEIs as well. Benchmarking with foreign programs, considering the foreign academic experience regarding program content and learning outcomes would contribute the program development process as well as make it interesting and attractive for the students.

Evidences/Indicators

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

General recommendations of the cluster: None

General suggestions of the cluster:

●   It would be reasonable for programs development to be evaluated by the field experts, including foreign partner HEIs. University needs external evaluation which will focus on content details, discuss learning outcomes correlating with teaching components.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	X	☐	☐	☐
Programme 2 Master's Educational Program in Business Administration	X	☐	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	X	☐	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	X	☐	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	X	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

The QA Department conducts periodic monitoring of educational programs through surveys of students, graduates, and academic and invited personnel. Student academic monitoring is utilized to measure learning outcomes and evaluate academic programs. Site-visit interviews with academic/invited personnel and program coordinators revealed that program monitoring is more of a mechanical process rather than content-focused. Student surveys were primarily cited as the tool for program evaluation. Student academic achievements serve as a mechanism through which metrics are assessed. Academic and invited personnel indicated that assessment methodologies outlined in their syllabi are direct tools for monitoring learning outcome achievements. However, from the perspective of program coordinators and the QA Department, this may be insufficient. According to the QA Department, when numbers from student academic monitoring fall outside the prescribed scale in internal regulations, the QA manager and program coordinator investigate content-related reasons. However, this is not a common occurrence but rather an exception. Therefore, it would be beneficial to develop program monitoring mechanisms that focus not only on quantitative data gathered from students, graduates and emloyers but also incorporate relevant content analysis.

Additionally, it is very important in case of research component to be evaluated by the students separately. As the students and supervisors mentioned durint interviews, they have permanent contact with each other and supervisors instantly provide their feedbacks in response of students requests, but the process should be formally administered for quality assurance goals to be evaluated and analysed by responsible people of the University. Hereby, University should develop mechanisms for research component and supervision evaluation by the students.

Employer evaluations are also utilized for program monitoring. QA Department provides employers' surveys. But during site-visit interviews only one employer was presented who could not provide relevant feedback on cluster programs. It was impossible to evaluate their involvement in MA and PhD programs formation and development. The documentation submitted by the University does not provide relevant evidence to prove employers active involvement in program development.

Program coordinators maintain close relationships with graduates. According to graduates' testimonials, they periodically contact program coordinators for professional advice, while coordinators frequently seek graduates' personal experiences to inform program development. But this is more private relationships and not formally provided for program development. Although university submitted graduates' survey documents as well. During the accreditation process, the University establishes a Program Development Commission that includes employer representatives.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

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

General recommendations of the cluster:

●   It is recommended to provide employers and graduates involvement in program monitoring and development. University should provide activities to get relevant and content-oriented feedback from employers and graduates on program and particular teaching or research components.

●   It is recommended to develop program monitoring mechanisms that focus not only on quantitative data gathered from students, graduates and employers but also incorporate relevant content analysis.

●   University should develop mechanisms for research component and supervision evaluation by the students.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, Doctoral Level)

Recommendation(s):

Suggestion(s):

Programme 2 (Business Administration, Master's Level)

Recommendation(s):

Suggestion(s):

Programme 3 (Business Administration, Master's Level (English))

Recommendation(s):

Suggestion(s):

Programme 4 (English Business Administration (EMBA), Master's Level)

Recommendation(s):

Suggestion(s):

Programme 5 (Business Administration (EMBA), Master's Level (English))

Recommendation(s):

Suggestion(s):

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	☐	☐	X	☐
Programme 2 Master's Educational Program in Business Administration	☐	☐	X	☐
Programme 3 Master's Educational Program in Business Administration (English)	☐	☐	X	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	☐	☐	X	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	☐	☐	X	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Doctoral Educational Program in Business Administration	☐	X	☐	☐
Programme 2 Master's Educational Program in Business Administration	☐	X	☐	☐
Programme 3 Master's Educational Program in Business Administration (English)	☐	X	☐	☐
Programme 4 Master's Educational Program in Business Administration (EMBA)	☐	X	☐	☐
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	☐	X	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

| Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 Doctoral Educational Program in Business Administration	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2 Master's Educational Program in Business Administration	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 3 Master's Educational Program in Business Administration (English)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 4 Master's Educational Program in Business Administration (EMBA)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 5 Master's Educational Program in Business Administration (EMBA) (English)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Karsten Lorenz,

Of the member(s) of the Accreditation Experts Panel

Nino Zarnadze,
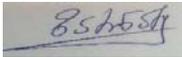
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