



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

**Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier**

**Business Administration, BA  
Business Administration, MA  
Public Administration, BA**

**Iakob Gogebashvili Telavi State University**

Evaluation Date(s)

16-17 October 2024

Report Submission Date

18 February 2025

Tbilisi

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Iakob Gogebashvili Telavi State University Legal Entity of Public Law
Identification Code of Institution	University
Type of the Institution	231187168

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Prof. Dr. Dr. Steffen Roth, Excelia Business School, La Rochelle, France, and Kazimieras Simonavicius University, Vilnius, Lithuania
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# I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>
<b>Name of the educational programme</b>	Business Administration	Business Administration	Public Administration
<b>Level of higher education</b>	Bachelor	Master	Bachelor
<b>Qualification to be awarded</b>	Bachelor of Business Administration	Master of Business Administration	Bachelor of Public Administration
<b>Name and code of the detailed field</b>	0413 Management and Administration	0413 Management and Administration	0413 Management and Administration
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education</b>	6	7	6
<b>Language of instruction</b>	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	180	120	240
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	New	New	New

## **II. Accreditation Report Executive Summary**

### **● General Information on the Cluster of Education Programmes**

Founded in 1999 in Telavi, Georgia, Telavi State University (TESAU) is a young public institution of higher education with a long history, dating back to and beyond the 18th century, where its predecessors were founded as theological seminars.

The university is currently divided into four Faculties, namely the Faculty of Humanities, the Faculty of Education Sciences, the Faculty of Agrarian, Natural Sciences and Technologies, and the Faculty of Social Sciences, Business and Law.

The present cluster evaluation is performed for three studies programmes provided by the latter Faculty, namely the 3-years Bachelor (BA) programme in Business Administration (6 semester, 180 credits), the 2-years Master (MA) programme in Business Administration (4 semester, 120 credits), and the 4-years Bachelor (BA) programme in Public Administration (8 semesters, 240 credits).

On many occasions, the SER is written in a way that crucial information is not provided. Generic wordings prevail, while clear statements and tangible evidence, e.g. in the form of data, is often missing or presented in unsystematic ways. For example, there is, at best, scarce reference to the amount of full-time equivalent faculty allocated to an often un- or under-defined number of students. Moreover, the HEI also failed to provide clear evidence related to the asserted academic qualification of its faculty

### **● Overview of the Accreditation Site Visit**

The on-site visit at the premises of TESAU started on 16 October 2024, 12:50, with a meeting with the Head and Deputy Heads of Administration, followed by meetings with the Self-Evaluation Report (SER) team, the Academic Staff of all three cluster programmes, external lectures (aka Invited Staff), students, and alumni.

The meetings recommenced on 17 October 2024, 09:00, when the expert panel met with the programme directors of the BA Public Administration as well as the directors of the BA and MA Business Administration. Next was a meeting with the MA thesis supervisors, followed by a meeting with employers of former students and prospective graduates. The expert panel was then introduced to the TESAU facilities, including teaching rooms, the library, and computer cabinets. The subsequent meeting with the quality assurance staff was the final meeting before the expert panel gathered interested members of all teams for a final round of initial feedback. The on-site visit was concluded at 15:00.

### **● Brief Overview of Education Programme Compliance with the Standards**

This document provides a detailed evaluation of a cluster of programmes in Business Administration (BA, MA) and Public Administration (BA) at TESAU.

Overall, the programmes meet many of the accreditation standards, yet there are areas for considerable improvements required to fully align with national and international stands.

All three programmes may therefore be re-accredited on the condition that they promptly address the problems identified in the context of criteria 4.2 and 4.3.

- **Recommendations**

**General recommendations of the cluster:**

**Component 1.3**

- Conduct regular workshops with faculty and stakeholders to refine evaluation methods for learning outcomes.
- Establish mechanisms for alumni feedback to assess the long-term impact of learning outcomes on employability and career development.
- Develop a comprehensive system for tracking and analyzing the achievement of program learning outcomes over time.

**Component 1.4**

- Ensure all programs are continually updated to reflect advancements in their respective fields and evolving market demands.

**Component 1.5**

- Utilize blended learning approaches to combine traditional and digital teaching methods.
- Encourage faculty to participate in ongoing professional development to stay updated with innovative teaching strategies.
- Promote the use of modern tools and technology across all courses to enhance interactive learning.

**Component 2.4**

- In the plagiarism detection, prevention and response rule, the permissible percentage of coincidence should be written precisely and in detail, and it should not depend on the decision of a specific field and department. In addition, students and staff should be periodically informed about the importance and prevention of plagiarism.

**Component 4.1**

- It is recommended to promote and enhance the internationalization of research results among the academic staff.

**Component 4.3**

- Implementation of a research incentive system that provides substantial financial benefits to research active faculty, thus avoiding the need for faculty to complement their salary by additional teaching at other institutions

**Component 5.3**

- Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcomes.
- Assessment and monitoring: The Quality Assurance department should improve its assessment tools, especially concerning the domains of 1) achieved learning outcomes and 2) research. Regarding the latter domain, the expert panel asserts that the research performance of TESAU faculty members is below standard, which negatively impacts both TESAU's reputation as an institution of higher education *and research* as well as the quality of the study content and experience. Against this background, the panel recommends the implementation of a financially attractive research incentive system that motivates faculty to engage in academic research rather than to seek complements to their generally low salary by teaching at other institutions of higher education.

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

### **Program 1 Business Administration (Bachelor's programme)**

#### **Component 1.2**

- **It is recommended to use one or maximum two verbs from Bloom's taxonomy to form a single learning outcome of the programme to ensure that its achievement is measurable.** The learning outcomes of a bachelor's program in Business Administration (at least results 8 and 9) will have to be reformulated

#### **Component 1.5**

- Updates required of the literature for courses like "Innovation Management" and "Project Management" in a bid to better align these programmes with international standards and current advances in these highly dynamic study fields.
- Introduce more interdisciplinary courses that integrate business administration with emerging fields like technology management and sustainability.
- Expand elective offerings to include contemporary topics such as artificial intelligence in business, sustainable business practices, and entrepreneurial ecosystems to enhance program individuality and relevance.

#### **Component 2.2**

- It is recommended that the literature for courses such as "Innovation Management" and "Project Management" be thoroughly reviewed and updated.

#### **Component 2.3**

- Given the absence of implementation of the methods designated as "Electronic Learning" and "Hybrid Learning" (in-person/distance), It is strongly recommended that the university either eliminate these terms from the curriculum or revise them to "Teaching with Electronic Resources" in place of "Electronic Learning."

#### **Component 5.3**

- Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.

### **Program 2 Business Administration (Master's programme)**

#### **Component 1.5**

- It is crucial to elevate a course such as "Innovative Management" from an elective to a mandatory component, as this discipline directly addresses modern demands and is very important for the competitiveness of graduates.
- Review and update the foundational literature for core courses, thus also ensuring differentiation between the BA and MA level, with the MA programme providing a clear focus on advanced and strategy-related management topics.

#### **Component 2.2**

- It is recommended that the literature for courses such as "Project Management," and "Marketing Management" be thoroughly reviewed and updated.

#### **Component 2.3**

- Given the absence of implementation of the methods designated as "Electronic Learning" and "Hybrid Learning" (in-person/distance), It is strongly recommended that the university either eliminate these terms from the curriculum or revise them to "Teaching with Electronic Resources" in place of "Electronic Learning."

### **Component 4.2**

- Build in-house capacity/excellence in academic writing, thus overcoming the dependence on external lectures for MA-level/supervision-related modules and tasks.

### **Component 5.3**

- The University should ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

## **Program 3 Public Administration (Bachelor's programme)**

### **Component 1.1**

- It's recommended that the **target objectives** should be fully established.

### **Component 1.5**

- The documentation presented and the on-site visit clearly revealed that the distribution of literature indicated in the syllabus for 'Public Administration' does not align—with each lecture's assigned literature and pages not corresponding to the lecture topics. This raises doubts about whether the essential literature mentioned in the syllabus was actually utilized in its preparation. Therefore, this syllabus requires a thorough review and revision to ensure compliance with the standards.
- The Bachelor's program in Public Administration does not include a course on "Public Speaking," which would be very important for the professional activities of future public servants. Moreover, the program clearly outlines the work direction of graduates.

### **Component 5.3**

- Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.

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

### **Component 1.4**

- For all three programmes, it is recommended the strengthening of external partnerships and internationalization, the incorporation of modern methodologies and up-to-date academic literature, and the implementation of a quality assurance system that sets clear objectives and defines transparent internal assessment standards, for example, by using established rankings of academic journals and publishing houses or by creating its own journal etc. quality lists.

### **Component 2.2**

- Strengthen and expand partnerships with public organizations and businesses, highly suggested.
- Establishment a regular schedule for reviewing and updating all MoUs to ensure they remain compliant with established standards and reflect the current needs of the industry.
- Enhance Employer Engagement and utilize positive feedback from employers to create structured engagement opportunities, such as advisory boards, guest lectures, etc. Involving employers directly will help integrate their insights into the curriculum and practical components.

### **Component 2.4**

- It is desirable to publicly publish university regulatory documents on the website, which

both students and all interested parties will be able to familiarize themselves with.

- It is desirable to have students detailed information on how to appeal their grade. It is desirable that the university fully and thoroughly provides this information to them.

#### **Component 4.1**

- It is suggested that to conduct training sessions in the field of teaching and learning, focusing on modern teaching methods and student-centered approaches, which should be of a continuous nature.
- It is suggested that to involve academic and invited personnel more in grant projects, both in terms of their own competencies and in providing students with the latest teaching and research methods and information.

#### **Component 4.2**

- Strongly encourage particularly those faculty members who supervise MA theses to build and maintain a pipeline of research that meets national standards.

#### **Component 4.3**

- Implementation of a systematic research quality assessment system, in which context all solid-level quality publications from faculty members are collected in a dedicated database, which allows for their sharing not only with future evaluation panels, but also with other scholars and wider audiences.

#### **Component 4.4**

- It is suggested that to continue enriching the library's resources and to increase student awareness regarding the existing electronic platforms
- It is proposed to expand the book collection both in physical and electronic formats (in the fields of public administration and business).

#### **Component 4.5**

- It is suggested that to strengthen grant programs focused on public administration and business administration.

### **• Suggestions for the Programme Development Program 1 (Business Administration BA)**

#### **Component 1.3**

- Develop a more comprehensive rubric for assessing soft skills such as leadership, communication, and teamwork in group projects and presentations.
- Regularly update course syllabi to include the latest advancements in business research and practice.
- Strengthen mechanisms to ensure alignment between course-level and program-level learning outcomes, with periodic reviews and stakeholder feedback.
- It's suggested to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

#### **Component 1.4**

- Increase the use of technology-enhanced learning tools, such as simulation software and virtual business games, to provide hands-on experiences.
- Foster interdisciplinary learning by offering shared courses between business and public administration programs.
- Incorporate more guest lectures and workshops from industry practitioners to bridge the gap between theory and practice.
- Encourage active student participation in collaborative projects with local and international businesses to foster experiential learning.
- It's suggested that to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

#### **Component 1.5**

- The educational program's study plan proposes the "Bachelor's Thesis" as an elective component. The sector standard states that, after completing the course, a student will develop a research-based, practical project and present it. The program includes a course on "Project Management" which can include additional research work.
- Enhance internationalization by incorporating global case studies and offering courses focused on cross-cultural business strategies.

#### **Component 4.1**

- It is suggested that to increase numbers of staff with doctoral or master's degrees in fields and improved composition of the staff involved in the training courses and components of the main study area.

### **Programme 2 (Business Administration MA)**

#### **Component 1.3**

- Increase the use of project-based assessments that simulate complex, multidisciplinary BUSINESS scenarios.
- Establish a peer-review system for group projects to promote accountability and provide constructive feedback.
- Conduct regular workshops for faculty to develop innovative methods for assessing learning outcomes.

#### **Component 1.4**

- Introduce specialized tracks or concentrations within the program, such as innovation management, global supply chain, or digital transformation, to provide students with targeted expertise.
- Incorporate more research-based courses that encourage students to engage with the latest academic and industry findings.
- Enhance internationalization by promoting dual-degree opportunities with partner universities and incorporating international business simulations.
- It's suggested that to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial

to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

### **Component 1.5**

- Use advanced simulation software for courses like strategic management and financial modeling to replicate real-world challenges.
- Introduce leadership development workshops and role-playing exercises to enhance managerial competencies.
- Promote interdisciplinary collaboration by integrating projects with other graduate programs, such as public administration or data science.

### **Component 3.2**

- It is desirable for students to use more sources in their master's thesis, which will increase the academic quality of the thesis and make it diverse.

## **Programme 3 (Public Administration BA)**

### **Component 1.1**

- It's suggested that that The **internationalization** component should be written more clearly in the goals of the program

### **Component 1.3**

- Develop comprehensive assessment tools that measure ethical reasoning and accountability in governance.
- Introduce capstone projects where students propose actionable solutions to current public administration issues.
- Regularly review and update learning outcomes to reflect contemporary public administration challenges and stakeholder feedback.

### **Component 1.4**

- Introduce courses that address emerging challenges in public administration, such as digital governance, public-private partnerships, and sustainability in public policy.
- Strengthen the program's international focus by including courses on global public administration trends and international best practices.
- Offer additional elective courses tailored to specific governance issues, such as urban planning, crisis management, and e-government.

### **Component 1.5**

- Integrate problem-based learning activities where students work on real-world policy challenges in collaboration with local government or NGOs.
- Expand the use of role-playing and simulation exercises in courses like policy analysis and public finance to enhance decision-making skills.
- Establish partnerships with government agencies to provide students with more internship and practical training opportunities.

### **Component 4.1**

- It is suggested that to increase numbers of staff with doctoral or master's degrees in fields and improve composition of the staff involved in the training courses and components of the main study area.

## **• Brief Overview of the Best Practices**

**Structured internship scheme:** The programmes have established reliable partnerships with public and private sector organisations, which allows students to gain practical experience through internships and temporary job placements. MoUs with pertinent partners are in place, providing a basis for practical experiences where students can test the theoretical knowledge acquired at TESAU.

**Supportive environment for students:** Both alumni and students have repeatedly and authentically expressed how truly supportive their learning environment is.

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

The Expert's panel partially shared the argumentative position of the university and removed some of the recommendations or moved them to the suggestions.

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

The following achievements and areas of progress have been identified by the expert panel:

- The establishment of a career development centre that actively supports students, providing information on internships and job opportunities.
- Intensification of stakeholder-relationships both in terms of quantity and quality.
- Maintenance and further amelioration of a student-centred learning environment, including resources for academic counselling, career guidance, and self-guidance.
- Important first and intermediary steps have been made towards a true internationalisation of teaching, though less so with regard to research.

**Evaluation approaches for the accreditation experts:**

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

1. Cluster and individual evaluation
2. Cluster evaluation

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

**III. Compliance of the Programme with Accreditation Standards**

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

Based on the presented documentation, it has been established during the on-site visit and interview that the educational programs grouped in the cluster by the University of Telavi have been accredited as follows: the Master's program in Business Administration, the Bachelor's program in Business Administration, and the Bachelor's program in Public Administration:

- The Master's educational program in Business Administration was accredited on August 2, 2012, by decision #302.
- The Bachelor's educational program in Business Administration was accredited on March 12, 2012, by decision #38.
- The Bachelor's educational program in Public Administration was accredited based on the decision #314 of the Accreditation Council for Educational Programs dated November 18, 2011.

During this time, several changes were made to the programs, which were presented to us:

- Master's program in Business Administration - 120 credits (2 years);
- Bachelor's program in Business Administration - 180 credits (3 years);
- Public Administration program - 240 credits (4 years).

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### **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.

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

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

The purpose of the educational program is to prepare students for entering the profession of public administration and business administration employment on a professional basis.

Accordingly, taking into account the sectoral characteristics of the specialty, the program aims to:

- To provide the student with broad knowledge of: basic theories, principles and values of public administration and business administration, planning, management, supervision and reporting-responsibility of the institution's resources and activities; About the tools of the industry development and management process, both at the national and international level; strategic planning of public management; About the institutional, legal, political and economic foundations and forms of activity of public administration, as well as result-oriented mechanisms.
- The student should be able to: identify problems related to public administration and business administration and develop appropriate ways to solve the problem using qualitative/quantitative research methods; search for necessary information, data processing and analysis; Analyzing, planning and carrying out research/practical work in accordance with academic integrity and ethics, as well as with the correct allocation of time; Development of reports/documents as well as formulation of argumentative conclusions in oral or written form.

- The graduate should focus on protecting ethical and professional values, take into account democratic values, order and human rights when solving problems; To be focused on one's own and others' professional development, to follow the principles of teamwork in the process.

Based on the self-evaluation report, provided documentation, and on-site interviews, it was determined that the public administration bachelor's, business administration bachelor and business administration master's programs grouped in the cluster have defined goals and learning outcomes.

A separate component of public administration (BA) is compiled in accordance with the requirements of the national qualification framework and field classifier. Business administration (BA) and business administration (MA) programs in the cluster are more or less compiled in accordance with the requirements of the national qualification framework and field classifier.

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

The objectives of the Bachelor of business administration program are public and accessible. They are available on the university website [www.https://tesau.edu.ge/](https://tesau.edu.ge/) and in the catalog of educational programs.

Program objectives reflect what knowledge, skills and competencies are provided by the various activities defined by the program.

The presented program includes both internal and external evaluation analyses, a self-assessment report, and methodologies and mechanisms for evaluating and developing learning, which clearly indicate its sustainability.

However, certain educational components within the program require review based on the qualification framework, sector standards, and benchmarking, whether it concerns the practical part of the educational components or the diversification of the learning practice objects.

The Bachelor's program in Business Administration within the cluster represents a foundational level of education. Therefore, the program must ensure that students are equipped with all the competencies and knowledge they need for high qualifications.

The provided documentation and the on-site visit confirm that the Bachelor's program in Business Administration describes the prerequisites for learning, learning outcomes, assessment system, study plan, and more.

However, in the program's "Methods of Achieving Learning Outcomes," the following are used:

Additionally, the "Rules for Detecting and Responding to Plagiarism" do not specify a maximum threshold for similarity. During the on-site interview, the response to our question regarding this matter was ambiguous, and it was noted that different departments determine this threshold at their discretion. However, the rules for detecting plagiarism should be consistent, and it is essential for such a record to be established at the university and faculty levels. For example, a maximum threshold for similarity at the undergraduate level could be set at 10%, 12%, or another percentage.

## **Description and Analysis - Programme 2 (Business Administration - MA)**

The objectives of the Master of business administration program are public and accessible. They are available on the university website [www.tesau.edu.ge/](http://www.tesau.edu.ge/) and in the catalog of educational programs.

Program objectives reflect what knowledge, skills and competencies are provided by the various activities defined by the program.

Based on the presented documentation and the on-site interview, it is determined that the admission prerequisite for the program is the fulfillment of certain requirements, which include holding at least a Bachelor's degree or an equivalent qualification, **passing** the general Master's exam established by Georgian legislation, and successfully completing the internal exam in "Business Management" and a foreign language exam (English at B2 level) administered by the university. However, a lack of knowledge in a related field can pose challenges for further study and mastery of specific subjects. For instance, a student with a Bachelor's degree in Philology or any other humanities field may find it difficult to grasp courses such as Business Statistics, Strategic Management, and others in the Master's program in Business Administration. Therefore, it is important to consider ways to assist students in overcoming these challenges.

It is also very important and noteworthy to reconsider teaching methods such as:

- **Group Work**, which involves dividing students into groups and assigning them educational tasks. While we understand that group work is essential for developing various skills in students, there is no mechanism provided for assessing students' group work. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to enable a student/instructor to prove their case in the event of an appeal.

In relation to the assessment of group work, the responses of the university representatives during the on-site interview were somewhat unclear, and as a result, a recommendation was made regarding the criteria for this type of assessment. However, following the university's unsubstantiated response, the recommendation was formulated as suggestion.

Furthermore, the "Rules for Detecting and Responding to Plagiarism" do not specify a maximum threshold for similarity. During the on-site interview, the response to our question regarding this matter was ambiguous, and it was noted that different departments determine this threshold at their discretion. However, it is essential to have such a record established at the university and faculty levels. For example, a maximum threshold for similarity at the undergraduate level could be set at 10%, 12%, or another percentage.

## **Description and Analysis - Programme 3 (Public Administration - BA)[1]**

The goals of the Bachelor's program (BA) in Public Administration are available on the university website at [www.tesau.edu.ge/](http://www.tesau.edu.ge/) in the educational programs catalog and in the library. The program's objectives specify the development of a qualified specialist (Bachelor of Public Administration, level 6) as specified by the program. These goals are specific to public administration and meet the requirements for undergraduate education. The competencies acquired

or developed by graduates within the program ensure their competitiveness in the labor market, as well as the opportunity to continue their studies at the master's level.

Additionally, the Public Administration program does not have fully established **target objectives (%)**, which would allow us, as experts, to see the percentage deviations that the program leaders have anticipated.

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Additionally, the Public Administration program does not have fully established target objectives (%), which would allow us, as experts, to see the percentage deviations that the program leaders have anticipated.

However, one issue can be highlighted, namely the objectives of the program do not clearly express the components of internationalization. Because, when we talk about cultivating a modern and qualified public servant, internationalization is one of the key elements—without international practice and cooperation, a public servant will not have the ability to keep up with contemporary trends, solve problems, and remain competitive.

**Evidences/Indicators**

- Site visit interviews
- Bachelor's Studies Educational Programme for Public Administration;
- Bachelor's Studies Educational Programme for Business Administration;
- Master's Studies Educational Programme for Business Administration;
- Presented documentation
- TESAU mission

**General recommendations of the cluster: -**  
**General suggestions of the cluster: -**

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

**Programme 1 (Business Administration - BA)**

**Recommendation(s): NONE**

**Suggestion(s):**

**Programme 2 (Business Administration - MA)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Public Administration - BA)**

**Recommendation(s):**

- It's recommended that the **target objectives** should be fully established.

**Suggestion(s):**

It's suggested that that the **internationalization** component should be written more clearly in the goals of the program.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (Business Administration - BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Business Administration - MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Public Administration - BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

## 1.2 Programme Learning Outcomes

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

### Cluster and individual evaluation

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

Based on the presented documentation and the on-site interview, it is determined that the objectives of the programs included in the cluster—Master's in Business Administration, Bachelor's in Business Administration, and Bachelor's in Public Administration—are in line with the mission, strategy, and goals of Telavi State University.

However, mere alignment with the university's goals and mission will not ensure that students obtain the qualifications necessary for earning an academic degree.

It should also be noted that despite numerous requested documents, we received only a small amount of incomplete documentation. This documentation was necessary to fully understand the issue and to provide an accurate assessment. This clearly represents a flaw.

Based on the presented documentation and the on-site interview, it is evident that the development of learning outcomes for the programs was conducted collaboratively, involving various stakeholders, including academic and invited personnel, students, graduates, and employers. This collaborative process facilitated periodic presentations and discussions of the results with interested parties.

However, insights gained from face-to-face interviews indicate that, for the sustainability of the programs, greater participation from authentic stakeholders is essential. Increased engagement from employers, graduates, and both academic and invited personnel is necessary to enhance the effectiveness of the program outcomes. This expanded involvement would contribute to a more robust framework for ensuring that the educational objectives align closely with industry needs and expectations.

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

**According to the presented program and self-evaluation, these are the outcomes of the program:**

##### Knowledge and Awareness

- Describes the internal and external environments affecting the functioning of business entities, the main directions of company development, and the key instruments of strategy. Also outlines the fundamental elements of management within an organization, the main theories and concepts of management, as well as the functions and responsibilities of management and managers.
- Discusses marketing strategies and policies, identifies methods for acquiring and processing statistical information; examines the laws of supply and demand, the main macroeconomic indicators, the key characteristics of market mechanisms, and financial instruments.

## Ability

- Analyzes the use of company resources, identifies problems related to project management and strategic planning, and develops solutions to existing issues.
- Identifies problems that arise during the company's operations and presents alternative methods for resolving them

## Responsibility and Autonomy

When acting with consideration of leadership and/or collaborative principles within a team, respects and upholds the organization's social responsibility and business ethics standards. Based on this, establishes an action plan for personal learning and professional development as needed.

In the 8th and 9th learning outcome of the Bachelor's Program in Business Administration many results are joined together and many verbs are used. In fact several learning outcomes are combined into one paragraph as one learning outcome. It becomes impossible to measure the achievement of these specific outcomes. **It is recommended to use one or maximum two verbs from Bloom's taxonomy to form a single learning outcome of the programme to ensure that its achievement is measurable.** This is also recommended by the accreditation guidelines developed by the National Centre for Educational Quality Enhancement of Georgia. During the site-visit interview the program directors and heads of the departments agreed with this opinion of the panel members. In fact, the learning outcomes of a bachelor's program in Business Administration (at least results 8 and 9) will have to be reformulated.

## Description and Analysis - Programme 2 (Business Administration MA)

According to the presented Masters program and self-evaluation, these are the outcomes of the program:

### Knowledge and Awareness

- Provides an in-depth description of business management theories, strategic management of human resources, leadership tools, business processes, and their functions.
- Examines current corporate trends in the business sector and develops alternatives for managerial decisions.

### Ability

- Based on the analysis of statistical information and research, evaluates business processes, innovative product ideas, and establishes a new model for business development.

- In a multidisciplinary environment, independently prepares a marketing plan for business process reengineering and business development, evaluates the business environment, develops a business development project, demonstrating its necessity and usefulness, and presents it to interested parties.

### **Responsibility and Autonomy**

- Respects the multicultural values present in the business field, acknowledges one's own and others' abilities, and promotes both personal and others' professional development.
- In a team, considering the principles of collaboration, establishes effective communication with team members, as well as with supervisors and colleagues.

Based on the documents presented by the university and the in-person interview, it is confirmed that the program aligns with its objectives and includes the main elements: the knowledge, skills, responsibilities, and autonomy outlined by the university. The outcomes of the presented program are realistic and measurable. It also includes a description relevant to the field and matches the qualification granted. Additionally, it is important to note that the staff involved in the program periodically provides students with information regarding the learning outcomes.

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

The learning outcomes of the Bachelor's programs in Public Administration align with the sixth level of the higher education qualification framework (the first level of higher education - Bachelor's degree). The program's learning outcomes are also consistent with the qualifications awarded.

Based on the documents presented by the university and the in-person interview, it is confirmed that the program aligns with its objectives and includes the main elements: the knowledge, skills, responsibilities, and autonomy outlined by the university. The outcomes of the presented program are realistic and measurable. It also includes a description relevant to the field and matches the qualification granted. Additionally, it is important to note that the staff involved in the program periodically provides students with information regarding the learning outcomes.

### **Public Administration Bachelor's Program Competencies:**

As a result of the program, the graduate will develop knowledge and awareness of the following educational aspects:

- **Examines** the theoretical and conceptual foundations of public administration: the main stages of the formation and development of public administration, the characteristics of state management and public service systems, as well as the fundamental principles and methods.
- **Explains** the forms of institutional, territorial-administrative, and organizational structures of modern public administration; defines the legal, economic, and organizational principles governing the relationship between central government and local self-government; and generally addresses the key concepts and provisions related to the field of public administration.
- **Describes** the local, national, and global environment of public organizations and current processes; identifies the main actors involved in the public administration process, including interest groups.

- **Explains** the importance of providing quality public services, implementing accountable and effective governance, maintaining effective communication with the public, and upholding professional ethics standards for the functioning of a modern, successful public service.

Based on the documents presented by the university and the in-person interview, it is confirmed that the program aligns with its objectives and includes the main elements: the knowledge, skills, responsibilities, and autonomy outlined by the university. The outcomes of the presented program are realistic and measurable. It also includes a description relevant to the field and matches the qualification granted. Additionally, it is important to note that the staff involved in the program periodically provides students with information regarding the learning outcomes.

#### **Evidences/Indicators**

- SER
- Site visit interviews
- Bachelor's Studies Educational Programme for Public Administration;
- Bachelor's Studies Educational Programme for Business Administration;
- Master's Studies Educational Programme for Business Administration;
- Presented documentation
- TESAU mission;
- TESAU website <https://tesau.edu.ge/>

**General recommendations of the cluster:** NONE

**General suggestions of the cluster:** NONE

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

##### **Programme 1 (Business Administration BA)**

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

It is recommended to use one or maximum two verbs from Bloom's taxonomy to form a single learning outcome of the programme to ensure that its achievement is measurable. The learning outcomes of a bachelor's program in Business Administration (at least results 8 and 9) will have to be reformulated.

**Suggestion(s):** NONE

##### **Programme 2 (Business Administration MA)**

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

**Suggestion(s):** NONE

##### **Programme 3 (Public Administration BA )**

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

**Suggestion(s):** NONE

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component 1.2 Programme Learning Outcomes</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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<b>Programme 1 (Business Administration BA)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administration MA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

#### Cluster and individual evaluation

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

##### Description and Analysis - Program 1 (Business Administration BA)

The Bachelor of Business Administration program employs a comprehensive and systematic evaluation mechanism to ensure the effectiveness of its learning outcomes. This mechanism integrates continuous academic performance monitoring, feedback from stakeholders (students, faculty, and industry partners), and data analysis to maintain alignment with program objectives. Learning outcomes are assessed consistently and transparently, with periodic evaluations tailored to the field's academic and professional characteristics.

The program defines benchmarks for each learning outcome, and results are regularly monitored and compared against these benchmarks. Academic performance in foundational and advanced courses is analyzed to identify trends, and adjustments are made to strengthen the learning process where necessary. End-of-semester surveys gather feedback on course content, teaching methods, and overall learning experience, ensuring a student-centered approach.

Employer feedback plays a vital role in curriculum updates, particularly for elective courses that reflect emerging trends in the business world. For instance, if employers indicate a growing need for digital marketing skills, relevant courses may be introduced or updated. These evaluations ensure that students gain both academic knowledge and practical skills relevant to the workforce.

To support this evaluation system, academic and visiting staff are trained in methods for assessing learning outcomes. The HEI provides resources and professional development opportunities to help faculty develop, measure, and analyze these outcomes effectively. Additionally, stakeholders, including students and employers, are familiarized with the analysis of learning outcomes evaluations, promoting transparency and collaboration in program development.

##### Description and Analysis - Program 2 (Business Administration MA)

The Master of Business Administration program incorporates a robust and multifaceted evaluation mechanism designed to ensure students achieve the program's learning outcomes. The evaluation

process is transparent and periodic, reflecting the advanced nature of the program and the characteristics of the business administration field. Learning outcomes are assessed at defined intervals, with specific benchmarks established for each outcome. Results are monitored and analyzed to inform curriculum and teaching improvements.

Continuous academic assessment is a cornerstone of the evaluation mechanism, where student performance in each course is tracked and analyzed. High achievers and students facing challenges are identified, enabling faculty to address specific needs or adjust curriculum components as required. The program gathers structured feedback from students, faculty, and industry partners, which informs decisions about curriculum updates to maintain relevance and rigor.

Employer feedback is integral to this process, providing real-world insights into graduates' competencies. Employers are surveyed annually to evaluate how well the program prepares students for current industry demands. The analysis of learning outcomes and employer feedback ensures the program adapts to evolving business trends and remains competitive in both local and international markets.

Faculty and visiting staff are equipped with training and resources to measure and analyze learning outcomes effectively. The HEI ensures that these staff members are supported in developing their skills for designing and evaluating educational components. Stakeholders, including students and industry representatives, are regularly updated on the outcomes of these evaluations, fostering transparency and ensuring alignment with educational and professional standards.

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

The Bachelor of Public Administration program emphasizes both formative and summative assessments to ensure students meet the program's rigorous learning standards. The evaluation mechanism is consistent and transparent, reflecting the specific characteristics of public administration as a field. Learning outcomes are assessed periodically, with benchmarks established for each outcome. These benchmarks are monitored to evaluate the achievement of learning goals and inform curriculum development.

Academic performance is evaluated through continuous assessments, including coursework, exams, and projects. Faculty regularly review these assessments to ensure students achieve the intended learning outcomes. Feedback from students, academic staff, and public administration practitioners is analyzed to maintain curriculum relevance and ensure alignment with national and regional governance needs.

Employer feedback is a critical component of the evaluation mechanism. Input from public sector employers helps align the curriculum with the skills and competencies required for roles in governance and administration. The program benchmarks its outcomes against international standards, ensuring graduates are competitive in both local and global contexts. Through this process, the program continuously adapts to evolving challenges and trends in public administration.

The faculty and visiting lecturers are trained in modern evaluation methods, and the HEI provides ongoing support to help them design, measure, and analyze learning outcomes. Furthermore, stakeholders, including students, employers, and public administration professionals, are familiarized with the evaluation results, ensuring transparency and collaboration in the program's development and improvement.

### **Evidences/Indicators**

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

**General recommendations of the cluster:**

- Conduct regular workshops with faculty and stakeholders to refine evaluation methods for learning outcomes.
- Establish mechanisms for alumni feedback to assess the long-term impact of learning outcomes on employability and career development.
- Develop a comprehensive system for tracking and analyzing the achievement of program learning outcomes over time.

**General suggestions of the cluster: -**

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

**Programme 1 (Business Administration BA)**

**Recommendation(s):** NONE

**Suggestion(s):**

- Develop a more comprehensive rubric for assessing soft skills such as leadership, communication, and teamwork in group projects and presentations.
- Regularly update course syllabi to include the latest advancements in business research and practice.
- Strengthen mechanisms to ensure alignment between course-level and program-level learning outcomes, with periodic reviews and stakeholder feedback.
- It's suggested to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

**Programme 2 (Business Administration MA)**

**Recommendation(s):** NONE

**Suggestion(s):**

- Increase the use of project-based assessments that simulate complex, multidisciplinary business scenarios.
- Establish a peer-review system for group projects to promote accountability and provide constructive feedback.
- Conduct regular workshops for faculty to develop innovative methods for assessing learning outcomes.

**Programme 3 (Public Administration BA)**

**Recommendation(s):** NONE

**Suggestion(s):**

- Develop comprehensive assessment tools that measure ethical reasoning and accountability in governance.
- Introduce capstone projects where students propose actionable solutions to current public administration issues.
- Regularly review and update learning outcomes to reflect contemporary public administration challenges and stakeholder feedback.

## Evaluation

Please, evaluate the compliance of the programme with the component

<b>Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes</b>	<b>Complies with requirement</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Business Administration BA)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administration MA)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
  - The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.
- 

#### **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 - Program 1 (Business Administration BA)**

The Bachelor of Business Administration program is designed in accordance with the Higher Education Institution's (HEI) methodology for planning, designing, and developing educational programs. The program structure is based on the European Credit Transfer and Accumulation System (ECTS) and adheres to the legislation of Georgia, ensuring a standardized and internationally compatible framework. The curriculum spans 180 ECTS credits, typically completed over three years, and aligns with the qualifications framework for a bachelor's degree.

The content, volume, and complexity of the program correspond to the first cycle of higher education, ensuring that students acquire foundational knowledge and skills in business administration. The program's structure progresses from introductory to advanced courses, covering core areas like finance, marketing, management, and economics. Elective courses enable students to specialize in areas such as entrepreneurship, international business, or digital marketing, ensuring the program's individuality and adaptability to student interests.

The content and structure of the program ensure the achievement of its learning outcomes and the qualification to be awarded. Practical applications, including internships, projects, and case studies, are integral to the curriculum, allowing students to apply their knowledge in real-world settings. The program incorporates modern scientific achievements and research findings, keeping the content relevant and up to date. Key issues of internationalization are addressed through courses on global markets, cross-cultural management, and international trade, preparing students for a competitive global business environment.

##### **Description and Analysis - Program 2 (Business Administration MA)**

The Master of Business Administration program is developed according to the HEI's methodology for educational program planning and design. It adheres to the European Credit Transfer and Accumulation System (ECTS) and complies with Georgian legislation, ensuring a well-structured and internationally recognized program. Comprising 120 ECTS credits over two years, the program aligns with the second cycle of higher education, focusing on advanced management competencies and specialized business areas.

The program content is designed to reflect the complexity and depth expected at the master's level. Core courses such as strategic management, human resources, finance, and marketing provide a strong foundation, while electives enable students to tailor their education to career aspirations.

The curriculum progresses logically, culminating in a thesis or project that integrates theoretical knowledge and practical application. This capstone experience emphasizes problem-solving and strategic thinking in real-world business scenarios, ensuring alignment with the qualification to be awarded.

The program integrates new research findings and modern scientific achievements, keeping the curriculum relevant to contemporary business challenges. Content related to internationalization, such as global business strategies, leadership in multicultural environments, and international finance, equips students to operate effectively in a globalized economy. The program's individuality is reflected in its flexibility, allowing students to pursue their specific interests through electives and applied learning opportunities.

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

The Bachelor of Public Administration program is developed following the HEI's methodology for planning, designing, and developing educational programs. It adheres to the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS), ensuring compliance with national and international standards. The program comprises 240 ECTS credits over four years, corresponding to the first cycle of higher education.

The content, volume, and complexity of the program align with the requirements for a bachelor's degree in public administration. Core courses, including organizational management, public finance, policy analysis, and administrative law, establish a strong foundation. Electives provide opportunities for students to focus on specialized areas relevant to their career goals, ensuring the program's individuality. The curriculum's logical progression from foundational knowledge to advanced skills supports the achievement of program learning outcomes and the qualification to be awarded.

The BPA program incorporates modern research findings and scientific advancements, particularly in areas like e-governance, sustainable development, and public policy innovation. Internationalization is emphasized through content that addresses global governance trends, cross-border public policy, and best practices from international public administration frameworks. Practical components such as internships, project-based learning, and interaction with public sector professionals further enhance the program's relevance and real-world applicability.

### **Evidences/Indicators**

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

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

- Ensure all programs are continually updated to reflect advancements in their respective fields and evolving market demands.

#### **General suggestion of the cluster:**

For all three programmes, it is recommended the strengthening of external partnerships and internationalisation, the incorporation of modern methodologies and up-to-date academic literature, and the implementation of a quality assurance system that sets clear objectives and defines transparent internal assessment standards, for example, by using established rankings of academic journals and publishing houses or by creating its own journal etc. quality lists.

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

##### **Programme 1 (Business Administration BA)**

**Recommendation(s): NONE**

**Suggestion(s):**

- Increase the use of technology-enhanced learning tools, such as simulation software and virtual business games, to provide hands-on experiences.
- Foster interdisciplinary learning by offering shared courses between business and public administration programs.
- Incorporate more guest lectures and workshops from industry practitioners to bridge the gap between theory and practice.
- Encourage active student participation in collaborative projects with local and international businesses to foster experiential learning.
- It's suggested to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

**Programme 2 (Business Administration MA)**

**Recommendation(s): NONE**

**Suggestion(s):**

- Introduce specialized tracks or concentrations within the program, such as innovation management, global supply chain, or digital transformation, to provide students with targeted expertise.
- Incorporate more research-based courses that encourage students to engage with the latest academic and industry findings
- Enhance internationalization by promoting dual-degree opportunities with partner universities and incorporating international business simulations.
- It's suggested that to include the assessment criteria for “**group work**”, because there is no mechanism provided for assessing the group work of students. How is each student evaluated? How is a student who is less engaged in the work process identified? It is crucial to specify this to avoid misunderstandings in the future and to allow a student/instructor to prove their case in the event of an appeal.

**Programme 3 (Public Administration BA)**

**Recommendation(s): NONE**

**Suggestion(s):**

- Introduce courses that address emerging challenges in public administration, such as digital governance, public-private partnerships, and sustainability in public policy.
- Strengthen the program's international focus by including courses on global public administration trends and international best practices.
- Offer additional elective courses tailored to specific governance issues, such as urban planning, crisis management, and e-government.

## Evaluation

**Please, evaluate the compliance of the programme with the component**

<b>Component 1.4 Structure and Content of Educational Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Business Administration BA)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

### 1.5. Academic Course/Subject

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

### Cluster and individual evaluation

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

#### Description and Analysis - Program 1 (Business Administration BA)

The Bachelor of Business Administration program is structured to ensure that the learning outcomes of each academic course align seamlessly with the overall program learning outcomes. Each course within the main field of study is carefully designed, with its content and objectives directly contributing to the achievement of program-level competencies. For example, courses in finance, marketing, and management focus on specific skills and knowledge areas that collectively support the broader outcomes of the BBA program.

The content of each course corresponds directly to its stated learning outcomes, ensuring a clear alignment between what students learn and how they are assessed. The allocation of credits for each course reflects its complexity and the time required for students to achieve the intended outcomes. For instance, foundational courses like Principles of Accounting are allocated fewer credits compared to advanced courses like Strategic Business Management, which demand greater depth and application.

The syllabi for each course detail compulsory literature and resources that are up-to-date, relevant, and tailored to the learning outcomes of the course. These materials are selected to ensure students can achieve both the course-specific and program-wide outcomes. For example, marketing courses include practical case studies, while finance courses utilize simulation tools and up-to-date financial analysis software, ensuring a robust educational experience.

#### Description and Analysis - Program 2 (Business Administration MA)

The Master of Business Administration program ensures that the learning outcomes of all academic courses align directly with the program's overarching goals. Each course in the main field of study is designed to deepen students' knowledge and skills while contributing to the broader competencies expected of an MBA graduate. For instance, core courses in strategic management, finance, and leadership are structured to build advanced decision-making and managerial capabilities.

The content of each course corresponds to its specific learning outcomes, ensuring that students engage with material that is directly relevant to their development as business leaders. Credits are allocated proportionally to the complexity and depth of the subject matter. For example, courses

such as Corporate Governance or Financial Analysis are assigned more credits due to their comprehensive content and intensive workload.

Compulsory literature and teaching resources listed in the syllabi are carefully selected to align with the learning outcomes of each course. These resources, including academic journals, case studies, and specialized software, ensure that students achieve both course-specific and program-level outcomes. For example, leadership courses incorporate case studies from global organizations, and finance courses utilize the latest financial modeling tools, enabling students to acquire cutting-edge knowledge and practical expertise.

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

The Bachelor of Public Administration program ensures that the learning outcomes of individual courses align seamlessly with the program's overall objectives. Each course in the main field of study is designed to address specific competencies essential for public administration professionals, such as policy analysis, governance, and ethical decision-making. These competencies collectively support the program's broader learning outcomes.

The content of each course is directly aligned with its stated learning outcomes, ensuring coherence and clarity. Credits are allocated based on the content and complexity of each course, ensuring students have sufficient time and resources to master the material. For instance, advanced courses like Public Finance and Policy Analysis are allocated more credits than introductory courses, reflecting the depth and rigor required.

Compulsory literature and learning resources in the syllabi are selected to correspond with course learning outcomes and support students in achieving the program's broader objectives. These resources include modern textbooks, journal articles, and practical tools such as policy analysis frameworks and governance models. For example, courses in administrative law include relevant case studies and legislative materials, while courses in governance incorporate resources on international best practices, ensuring students gain a comprehensive and practical understanding.

### **Evidences/Indicators**

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

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

- Utilize blended learning approaches to combine traditional and digital teaching methods.
- Encourage faculty to participate in ongoing professional development to stay updated with innovative teaching strategies.
- Promote the use of modern tools and technology across all courses to enhance interactive learning.

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

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

##### **Programme 1 (Business Administration BA)**

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

- Updates required of the literature for courses like “Innovation Management” and “Project Management” in a bid to better align these programmes with international standards and current advances in these highly dynamic study fields.
- Introduce more interdisciplinary courses that integrate business administration with emerging fields like technology management and sustainability.

- Expand elective offerings to include contemporary topics such as artificial intelligence in business, sustainable business practices, and entrepreneurial ecosystems to enhance program individuality and relevance.

**Suggestion(s):**

- The educational program's study plan proposes the "Bachelor's Thesis" as an elective component. The sector standard states that, after completing the course, a student will develop a research-based, practical project and present it. The program includes a course on "Project Management" which can include additional research work.
- Enhance internationalization by incorporating global case studies and offering courses focused on cross-cultural business strategies.

**Programme 2 (Business Administration MA)**

**Recommendation(s):**

- It is crucial to elevate a course such as "Innovative Management" from an elective to a mandatory component, as this discipline directly addresses modern demands and is very important for the competitiveness of graduates.
- Review and update the foundational literature for core courses, thus also ensuring differentiation between the BA and MA level, with the MA programme providing a clear focus on advanced and strategy-related management topics.

**Suggestion(s):**

- Use advanced simulation software for courses like strategic management and financial modeling to replicate real-world challenges.
- Introduce leadership development workshops and role-playing exercises to enhance managerial competencies.
- Promote interdisciplinary collaboration by integrating projects with other graduate programs, such as public administration or data science.

**Programme 3 (Public Administration BA)**

**Recommendation(s):**

- The documentation presented and the on-site visit clearly revealed that the distribution of literature indicated in the syllabus for 'Public Administration' does not align—with each lecture's assigned literature and pages not corresponding to the lecture topics. This raises doubts about whether the essential literature mentioned in the syllabus was actually utilized in its preparation. Therefore, this syllabus requires a thorough review and revision to ensure compliance with the standards.
- The Bachelor's program in Public Administration does not include a course on "Public Speaking," which would be very important for the professional activities of future public servants. Moreover, the program clearly outlines the work direction of graduates.

**Suggestion(s):**

- Integrate problem-based learning activities where students work on real-world policy challenges in collaboration with local government or NGOs.
- Expand the use of role-playing and simulation exercises in courses like policy analysis and public finance to enhance decision-making skills.
- Establish partnerships with government agencies to provide students with more internship and practical training opportunities.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business Administration BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 2 (Business Administration MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Business Administration BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administration MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### **2.1 Programme Admission Preconditions**

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

### **Cluster and individual evaluation**

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

Based on a thorough review of the self-evaluation report, supporting documentation, and information from on-site interviews, the accreditation assessment confirms that the program's admission preconditions are aligned with statutory requirements. The admission criteria are structured to ensure consistency with program content, intended learning outcomes, educational level, qualifications conferred, and the language of instruction. Each program within this cluster complies with applicable regulatory standards, and where internal admissions assessments are applied, the procedures are transparent, documented, and accessible. Information on admission procedures are accessible on the university's website, and the program's admission requirements fully comply with applicable legislation.

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

**Preconditions for Admission to the Program:** In accordance with Georgian legislation, a citizen of Georgia who possesses a document certifying completion of general education and successfully passes the exams administered by the National Examination Center of Georgia may enroll in the undergraduate (Bachelor's) educational program. The Law of Georgia on Higher Education regulates the enrollment of individuals who are not citizens of Georgia.

In summary, the program admission preconditions and procedures are aligned with Georgian legislation.

### **Description and Analysis - Programme 2 - Business Administration - MA**

**Preconditions for Admission to the Master Program:** Individuals seeking admission to the Master's program in Business Administration must hold at least a Bachelor's degree or its equivalent. Admission is contingent upon successful completion of the Unified National Master's Examination as established by Georgian legislation, as well as an internal examination in "Business Management" and "English Language (B2 Level) administered by the university. Candidates must demonstrate proficiency in English at the B2 level, achieving a minimum score of 51 points on the assessment.

For applicants presenting an English language proficiency certificate, the following scores are accepted: TOEFL IBT (72-94, with 72 as the lower threshold), TOEFL ITP (543), or IELTS (5.0 – 6.0, with 5.0 as the lower threshold). Applicants who satisfy these language requirements are exempt from the university's language examination.

The evaluation criteria for the internal university examinations in "Business Administration" and "English language (B2 level)" are clearly defined, and the relevant examination documentation is presented. The Law of Georgia on Higher Education regulates the enrollment of individuals who are not citizens of Georgia.

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

**Preconditions for Admission to the Program:** In accordance with Georgian legislation, a citizen of Georgia who possesses a document certifying completion of general education and successfully passes the exams administered by the National Examination Center of Georgia may enroll in the undergraduate (Bachelor's) educational program. The Law of Georgia on Higher Education regulates the enrollment of individuals who are not citizens of Georgia.

In summary, the program admission preconditions and procedures align with existing Georgian legislation.

The admission preconditions are well-aligned with the program's characteristics, ensuring that only students with the requisite knowledge, skills, and competencies are admitted to successfully complete the program. The requirements are appropriately linked to the program's content, learning outcomes, educational level, qualification to be awarded, and language of instruction. Furthermore, the institution employs a clearly defined methodology for planning the student body, which takes into account the program's specificity and available resources, thereby ensuring effective administration of the educational process. The preconditions are fair, publicly accessible, and transparently communicated, supporting an inclusive and equitable admission process.

### **Evidences/Indicators**

- Self-Evaluation report;

- Educational programmes;
- Telavi University webpage: <http://www.tesau.edu.ge/>
- Interview results.

**General recommendations of the cluster: None**

**General suggestions of the cluster: None**

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

**Please, evaluate the compliance of the programme with the component**

Component 2.1 Programme admission preconditions	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Business Administration BA)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administration MA)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The self-evaluation report, along with the submitted documentation and interviews conducted during the site visit, indicates that the educational programs within the presented cluster are effectively structured to promote the development of students' practical, research, and transferable skills. (A detailed discussion of these findings will follow for each program). Students actively participate in various conferences, workshops, and training sessions organized by the university, as well as in scientific conferences, enhancing their academic and professional development.

The practical components of the educational programs within the cluster are essential for students

pursuing degrees in Business and Public Administration. A robust practical component not only enhances theoretical knowledge but also equips students with real-world skills and experiences vital for their future careers. Based on the presented documentation and the insights gathered from meetings with employers, students and graduates, there is a positive assessment of the practical component of the programmes. Employers expressed a strong motivation to support the professional growth of students, recognizing the value of practical components in enhancing their skills and employability.

As part of the evaluation of the practical component, an active interview was conducted with students, graduates, and employers, alongside the review of relevant documentation. A significant aspect of the practical component is evidenced by the memorandums signed by the university.

On October 11, 2024, the university signed MoU N57 with the Telavi Municipality Council, outlining practical placements for 15 students. However, the memorandum does not specify the duration of these placements, which raises concerns about the effective implementation of the practical component. Additionally, on the same day, MoU N56 was signed with the state trustee, aimed at preparing students for doctoral programs. While this initiative is commendable, it falls outside the scope of the programs presented in the cluster and therefore cannot be considered relevant to the current assessment. MoU N26, signed with the Employment Agency on April 22, 2024, lacks essential criteria as defined by the standards, such as student quotas and the duration of practice. Nevertheless, it does emphasize the promotion of employment opportunities for graduates, which is a positive development in supporting their career prospects. MoU N55 was signed with Telavi Municipality City Hall, which aligns with the criteria defined by the standards, indicating a commitment to practical training that meets educational requirements. Similarly, MoU N29, concluded with the Telavi History Museum, satisfies the necessary criteria.

In summary, the university's Public Administration program demonstrates a commitment to fostering practical skills among students, supported by positive feedback from employers. However, improvements are necessary to ensure compliance with established criteria and to enhance the overall effectiveness of practical training for students, ultimately contributing to their professional growth.

As for the memorandums signed with the private sector, several have been updated to align with established standards. For instance, MoU N31 with "Telavi Resort" LLC has been revised accordingly. However, there are still memorandums that require updates to meet compliance standards, such as MoU N57 with "Mindoor" LLC.

Overall, improvements are necessary to ensure compliance with established criteria and to enhance the overall effectiveness of practical training for students, ultimately contributing to their professional growth. During interviews with employers from the private sector, the university's role was highlighted as significant, with employers expressing a strong willingness to cooperate with the university. This collaboration presents an opportunity for the university to jointly conceptualize and plan various innovative projects and approaches, further enriching the educational experience and enhancing student readiness for the workforce.

In summary, while there are positive developments in the memorandums with the private and public sector, continuous efforts are required to ensure all agreements meet the necessary standards and effectively support the practical training of students. The expressed commitment from employers underscores the potential for fruitful partnerships that can advance the university's objectives and enhance the professional development of its students. Given this context, We will provide suggestions in the subsequent section.

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## **Cluster and individual evaluation**

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

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

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

The self-evaluation report, along with the submitted documentation and interviews conducted during the site visit, indicates that the BA program in Business Administration is designed to develop students' practical, research, and transferable skills. The program's practical component is integral to the educational framework and aligns with the program's goals.

The Bachelor of Business Administration program necessitates a thorough reevaluation of its course literature to ensure it aligns with the rapidly changing business environment. Similar to the Business Administration – MA program, the Bachelor's program references a 2019 publication for "Project Management," which does not adequately reflect modern methodologies such as Agile. This reliance on outdated resources not only limits students' exposure to current practices but also hinders their ability to effectively navigate the complexities of contemporary project management.

Moreover, the same foundational literature used in both programs raises concerns about relevance and depth. The simple separation of chapters between the programs does not sufficiently cater to the unique academic and professional requirements of each educational level.

Course "Management Fundamentals" should incorporate modern literature that builds upon existing knowledge while introducing contemporary theories and practices. While classic literature has enduring value, supplementing them with current resources will provide students with a more comprehensive understanding of the field.

Similarly, the course on "Marketing Fundamentals" should be updated to reflect the latest trends and practices in marketing, particularly in light of the digital transformation reshaping the industry. Current marketing strategies are increasingly data-driven, emphasizing the need for students to be well-versed in analytics, social media marketing, and consumer behavior shifts.

In summary, the BA in Business Administration must ensure that their course materials are regularly reviewed and updated to equip students with the knowledge and skills necessary for success in an ever-evolving business landscape. By integrating contemporary literature and methodologies, the programs can better prepare graduates to meet the demands of today's dynamic marketplace.

### **Description and Analysis - Programme 2 Business Administration - MA**

The self-evaluation report, along with the submitted documentation and interviews conducted during the site visit, indicates that the Master's program in Business Administration is designed to develop students' practical, research, and transferable skills. The program's practical component is integral to the educational framework and aligns with the program's goals.

The curriculum includes practical and seminar hours across various training courses, as well as independent practical courses. An important element of the program is the completion of the MA

thesis, which focuses on enhancing students' abilities to engage in practical, research-oriented tasks.

The Master's program includes specific courses aimed at fostering research skills, such as "Business Research Methods," "Managerial Economics," and "Business Statistics." Through these courses, students participate in activities that include preparing seminar presentations, conducting research projects, and writing academic papers. These tasks are designed to develop skills in data extraction, processing, analysis, and interpretation.

Additionally, courses such as "Business Processes and Operations Management" contribute to the practical skill set of students, equipping them with the necessary tools to analyze and improve business operations effectively.

In summary, the Master's program in Business Administration effectively integrates practical, research, and transferable skills into its curriculum. However, it is essential to reevaluate the course literature to ensure alignment with the rapidly changing fields of innovation and project management.. For instance, the primary literature for the course "Innovation Management," published in 2015, is outdated. Given the fast-paced nature of innovation, which is constantly influenced by technological advancements and shifting market dynamics, students need access to current literature that reflects these changes. In the field of innovation management is inherently fluid, necessitating regular updates to educational materials to keep pace with new theories and practices.

Similarly, the reference material for "Project Management" is derived from a 2019 publication, which fails to incorporate modern methodologies such as Agile. The Agile methodology has transformed project management practices by promoting flexibility, iterative progress, and collaborative teams. A reliance on older methodologies can leave students ill-equipped to navigate the complexities of contemporary project environments.

To ensure that students acquire relevant and practical knowledge, it is essential to review, analyze, and update the indicated literature for both courses. This would not only enhance the educational experience but also prepare students to meet the demands of a competitive job market that increasingly values up-to-date skills and knowledge. Updating course materials will foster critical thinking and innovation, equipping students with the tools they need to thrive in their future careers.

It is recommended to Incorporate Contemporary Methodologies in the "Project Management" course should specifically include resources that address modern methodologies, such as Agile and Lean management. These methodologies have gained prominence in the industry and are essential for students to understand in order to remain competitive in the job market.

By updating course literature and methodologies, the university can significantly enhance the learning outcomes for students. This proactive approach will not only improve students' academic experience but also better prepare them for real-world challenges in their future careers.

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

The self-evaluation report, along with the submitted documentation and interviews conducted during the site visit, indicates that the Bachelor's program in Public Administration is designed to develop students practical, research, and transferable skills. The program's practical component is integral to the educational framework and aligns with the program goals. The curriculum includes practical and seminar hours across various training courses, as well as independent practical

courses. An important element of the program is the completion of the Bachelor's thesis, which focuses on enhancing students' abilities to engage in practical, research-oriented tasks.

The Bachelor program includes specific courses aimed at fostering research skills, such as "Introduction to Research Methods," "Social Statistics," and "Administrative Proceedings in Public Service." Etc. Through these courses, students participate in activities that include preparing seminar presentations, writing academic papers. These tasks are designed to develop skills in data extraction, processing, analysis, and interpretation.

Courses such as "Public Finances" and "Organization of Public Authority - Comparative Analysis" further contribute to the practical skill set of students, equipping them with the necessary knowledge to analyze public financial systems and compare organizational structures effectively. In summary, the Bachelor's program in Public Administration integrates the development of practical, research, and transferable skills into its curriculum.

#### **Evidences/Indicators**

- Self-Evaluation report;
- Educational programmes and Syllabuses;
- Student scientific conference program reports;
- Interview results.

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

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

- **Clarification of Memorandum Details:**
- Strengthen and expand partnerships with public organizations and businesses, highly suggested.
- Establishment a regular schedule for reviewing and updating all MoUs to ensure they remain compliant with established standards and reflect the current needs of the industry.
- Enhance Employer Engagement and utilize positive feedback from employers to create structured engagement opportunities, such as advisory boards, guest lectures, etc. Involving employers directly will help integrate their insights into the curriculum and practical components.

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

##### **Programme 1 Business Administration - BA**

**Recommendation(s):** It is recommended that the literature for courses such as "Innovation Management" and "Project Management" be thoroughly reviewed and updated.

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

##### **Programme 2 Business Administration - MA**

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

It is recommended that the literature for courses such as "Project Management," and "Marketing Management" be thoroughly reviewed and updated.

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

##### **Programme 3 Public Administration - BA**

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

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

#### **Evaluation**

**Please, evaluate the compliance of the programmes with the component**

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

### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

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

Based on the self-assessment report, the submitted documentation, and interviews conducted during the site visit with program management, students, and graduates, it was determined that the program primarily utilizes the following teaching methods:

- Lectures
- Seminars
- Verbal or oral method
- The method of working on the book
- Method of written work
- Practical methods
- Discussion/Debate
- Group (collaborative) work
- Brainstorming

- Action-oriented learning
- Induction method
- Deductive method
- E-learning

The self-evaluation report outlines the teaching and learning approaches used in the university's programs, detailing the selection of relevant methods for each course in alignment with program objectives. Each syllabus specifies the teaching strategies chosen to best achieve course-specific learning outcomes. Notably, the report also highlights the use of modern E-learning tools, such as multimedia materials (text, video, audio, animations, and simulations), which complement traditional instruction. These tools, alongside electronic resources like video conferencing and PowerPoint lectures, provide valuable support in course delivery.

The university currently lacks the infrastructure for remote or hybrid course delivery. The reference **to E-learning** pertains exclusively to tools designed to supplement in-person instruction. This clarification, provided during the interviews, underscores the urgent need for updates to the documentation to accurately reflect the university's actual E-learning capabilities. This will help prevent further misinterpretation and align expectations with its' current technological infrastructure. Since the methods labeled as "Electronic Learning" and "Hybrid Learning" (in-person/distance) are not currently utilized, it is essential to either remove these terms or amend them to "Teaching with Electronic Resources" instead of "Electronic Learning."

Since 2018, University has participated in the international grant project Promoting Innovative Teaching and Learning at the Eastern Partnership Countries to Deepen the Student Learning Experience (PRINTEL), which has aimed to strengthen digital teaching methods across partner universities. This initiative has involved targeted training on E-learning tools, such as Moodle, to enhance digital literacy and instructional techniques among faculty.

On May 20, 2021, as part of the ERASMUS+ PRINTEL International Project, University organized its inaugural annual international educational forum titled Issues and Perspectives of Enhanced Learning in Higher Education. Further efforts to enhance teaching and learning practices have been demonstrated through additional training sessions conducted from 2017 to 2024. These initiatives underscore the university's commitment to advancing instructional methodologies and integrating digital resources to support both theoretical and practical learning experience.

The teaching and learning methods used in each academic course or subject are appropriately tailored to the level of education, course content, learning outcomes, and sectoral benchmark requirements (where applicable), ensuring these outcomes are achieved. These methods actively engage students in the learning process, fostering interaction between students and faculty as well as among students themselves. The approaches are flexible, accommodating individual student needs, and, when necessary, personalized programs are developed to align with students' interests and academic preparedness. Additionally, for programs involving international students, academic, scientific, and invited staff consider their cultural and other specific needs when designing teaching, learning, and assessment methods, ensuring inclusivity and effective learning experiences.

**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: NONE**

**General suggestions of the cluster: - NONE**

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

**Programme 1 (Business Administration BA)**

**Recommendation(s):**

Given the absence of implementation of the methods designated as "Electronic Learning" and "Hybrid Learning" (in-person/distance), It is recommended that the university either eliminate these terms from the curriculum or revise them to "Teaching with Electronic Resources" in place of "Electronic Learning."

**Suggestion(s): NONE**

**Programme 2 (Business Administration MA)**

**Recommendation(s):**

Given the absence of implementation of the methods designated as "Electronic Learning" and "Hybrid Learning" (in-person/distance), It is recommended that the university either eliminate these terms from the curriculum or revise them to "Teaching with Electronic Resources" in place of "Electronic Learning."

**Suggestion(s): NONE**

**Programme 3 (Public Administration BA)**

**Recommendation(s):**

**NONE**

**Suggestion(s): NONE**

### **Evaluation**

**Please, evaluate the compliance of the programmes with the component**

Component 2.3. Teaching and learning methods	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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<b>Programme 1 (Business Administration BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administration MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

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### Cluster and individual evaluation

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

a student's fair evaluation system and process is one of the main issues for the university. The students evaluation system is regulated by "On the rules for calculating credits for higher education programs" of the Minister of Education and Science of Georgia dated January 5, 2007 N3 According to the evaluation system approved by the decree, in the case of bachelor's and master's programs, according to the field characteristics. Information on student evaluation is provided in Article 15 of the "Regulation of the Educational Process", where it is noted that, The learning component of the students is evaluated by means of intermediate and final evaluation forms. a student gets credit, if he/she will overcome the minimum competences limit and the both evaluation is more than 51 grade. The maximum grade is 100 points. It is not allowed, that, Evaluation of the learning results achieved by the student once, only on the basis of the final exam. After the completion of each study course, in case of a positive evaluation, the student is given credit; The components and criteria for midterm and final assessments are determined by the syllabus of each program's study course. For a bachelor program, it is necessary to write a bachelor's thesis and for master program, master's thesis. students choose the field and name of the thesis.

In the syllabus, there are several forms for evaluation, which is: homework, group work, presentation, test, Written, oral survey, etc. in the syllabus, one of the student evaluation methods is group work and in syllabus, there is no Group work assessment criteria. During group work, it is possible to easily lose the individual work of a specific student, therefore, in the syllabi, when group work is used as one of the forms of evaluation, the criteria for how each student will be evaluated during joint work should be developed in detail.

During the site visit, experts asked several questions, which is Referred to the assessment appeal procedure, plagiarism, thesis performance and defense procedure. based on the university rule of "procedure for plagiarism prevention, detection and response", The third article mentions that, the quality assurance office, academic Conscientiousness and students consultation center jointly conduct information campaigns for plagiarism prevention, detection and response. After this, the first step is to inform students about this rule and for that, the university gives this document together with an education service agreement. As a result of the site visit, Neither students nor supervisors of master's students were informed about the issue of plagiarism. They did not fully know which program caught plagiarism, if this program is adapted for artificial intelligence, Allowable match is determined by percentage etc. Students, staff and especially thesis supervisors especially should know about plagiarism and how to avoid that. "procedure for plagiarism prevention, detection and response" In accordance with clause 4.2, The limit of admissible similarity in the thesis is determined by the department of the relevant field, depending on the specifics of the field. If plagiarism is confirmed, the limit of the permissible number of similarities will not be considered. It is wrong to assign the department and a specialist of a specific field the authority to settle this issue. The plagiarism rule should be the same for everyone. The program will definitely see plagiarism in the paper, because the citation of any work is already perceived as plagiarism for the program, but in advance, the university should have developed a percentage that can be considered acceptable, which should be written in detail in advance, in the rule. It would be better if the allowable interest rate is not more than 5%. If this issue is not settled in detail in advance, a specialist in a specific field may consider 20% of such coincidences acceptable, and some may even consider 15%, which is ultimately a violation of academic integrity. The proof of this is the conclusion of the

assessment of the master's thesis presented by the institution. In the case of one of these, the allowable percentage of coincidence is 10, and in the case of the other 3, which is wrong, because there should be a uniform rule for the institution.

Another question is about assessment appeal mechanisms and procedures. students are not well informed about that. They had some information about the appeal procedure, but they noted that none of them had used it and, therefore, they did not fully know about it. university has a rule “Instructions for conducting exams”, According to Article 6, students have the right, 2 (two) working days, after receiving grades, to apply to the examination center, request his/her work and request a revision of the results, based on the application. After that, faculty staff who have authority gives students work to commission and lecturer and they have 2 (two) working days Ensure that the paper is reviewed and returned to an authorized employee of the faculty.

During the site visit, experts looked at the students' platform, which is so informative and flexible. In this platform, students can see their grade, and can communicate with the lecturer text him/her any kind of information. Also, with this platform, students also can see their personal information, syllabus, credits, etc.

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

#### **and Analysis - Programme (Name and Level)**

Describe, analyse and evaluate the compliance of the education 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**

- self-evaluation report of university;
- cluster programs and syllabus;
- “Regulation of Educational Process”;
- “Procedure for plagiarism prevention, detection and response”;
- assessment of the master's thesis
- “Instructions for conducting exams”
- rectors order “About the establishment of the commission for the evaluation of the results of the intermediate examination”
- additional document (protocol N1)
- “Bachelor thesis Procedure for execution, development, evaluation and protection”
- <https://tesau.edu.ge/>
- results of the interview.

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

- In the plagiarism detection, prevention and response rule, the permissible percentage of coincidence should be written precisely and in detail, and it should not depend on the decision of a specific field and department. In addition, students and staff should be periodically informed about the importance and prevention of plagiarism.

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

- It is desirable to publicly publish university regulatory documents on the website, which both students and all interested parties will be able to familiarize themselves with.
- It is desirable to have students detailed information on how to appeal their grade. It is desirable that the university fully and thoroughly provides this information to them.

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

##### **Programme 1 (name, level)**

**Recommendation(s):**  
**Suggestion(s): Programme 2**  
 (name, level)  
**Recommendation(s):**  
**Suggestion(s): Programme 3**  
 (name, level)  
**Recommendation(s):**

41

**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
<b>Programme 1 (business administration, bachelor level)</b>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (business administration, master level)</b>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (public administration, bachelor level)</b>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

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

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

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

#### **3.1 Student Consulting and Support Services**

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

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

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

For students, individual work, Providing information, offering different activities, is very important. in a university specific structural unit, provides support in planning the learning process, improving academic achievement and offering employment. students were involved in a self- evaluation team, we asked them questions about what was their role in this process and they mentioned that, one of the biggest suggestions from them was to increase practical work and improve practical skills/practical side for students. students also had information about the new 180 credit business administration program. They think that, 180 credit business administration program is better than 240 credit.

In university, there is a career development center, which helps students for employment. this center gives them information about: internship. employment chances in different companies and fields, surveys about increasing their career and academic improvement. During the site visit, some students mentioned that they were participating in a local conference, which was organised by Georgian national university, and caucasus international university.

The university spread information about: conferences, exchange programmes and projects via e- mail, social media and facebook groups. students mentioned that, also, the dean, lecturers and university staff gives them information about that. students also mentioned that there is a lot of support from the university. information about student mobility presented by the university.

The university gave us a document, which proves that students have participated in several conferences and it is quite a positive side. During the site visit, students mentioned that the university staff helps them to obtain financing for business development. Also, they mentioned that the university helped their business in formulating and creating an idea.

The university has several memorandums with other universities, with public services, administrative units and various companies. With the internship memorandums, the students got internships in different places and were able to see and apply their theoretical knowledge in practice. Most of the graduates work in their profession and are satisfied with the knowledge given by the university. In addition, they especially emphasize the role of the university in their employment and knowledge acquisition.

Students and alumni mentioned that the university uses survey forms to find out what interests students have, and at the end of the semester, students evaluate the quality of education and lecturers with these survey forms. Some of them mentioned that, they remember When he had a note with the university regarding the infrastructure and the university took into account their request in the second semester.

The experts asked students, academic and visiting staff about consultation hours and students mentioned that, this lecturer hour is prepared in advance, the lecturers also provide information about

it in advance and it is also indicated in the syllabus.

The university has student self-government, which is quite positive. students mentioned that, There were many issues in which the student self-government helped. Self-management also helps them organize and distribute various activities, which they are quite satisfied with. The university has provision for students self-government. where Student self-government goals, structure, information on membership, membership selection, etc. are provided.

### **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**

- self-evaluation report;
- Memorandums;
- Information about partner universities;
- students and alumni surveys;
- information lecturer consultation hour;
- international mobility;
- provision of students self-government;
- <https://tesau.edu.ge/>
- results of the interview

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3**

**Recommendation(s):**

**Suggestion(s):**

### **Evaluation**

**Please, evaluate the compliance of the programmes with the component**

Component 3.1 Student consulting and support services	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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<b>Programme 1 (business administration, bachelor level</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (business administration, master level</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (public administration, bachelor level )</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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#### Cluster and individual evaluation

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

For students who are in the phase to write a masters thesis, it is important to have appropriate feedback, communication and guidance. experts had meetings with students, alumnus and thesis supervisors. The students were not in their final semester, so they didn't need a masters thesis supervisor for that time, but, alumnus was very satisfied about supervising. They mentioned that,

The supervisor helped them clarify any questions and issues. had meetings and did not feel that any information and/or attention was given to them by the supervisor. The form, which has a university for assessment of the thesis, is quite good and informative, but In the case of defense master's theses, which we asked the experts, I believe that the literature used is very small for a work of the volume such as a master's thesis. It is desirable that the students use more and more diverse literature during their work.

In accordance with Article 4 of the Master's Thesis Execution, Defense and Signing Rule, the supervisor of the Master's thesis may be a professor, associate professor or assistant professor of the relevant field, and if necessary, an invited person with a scientific degree in the relevant field. In the same semester, it is possible to supervise only 5 students. In agreement with the supervisor, but independently, the student chooses the topic of the master's thesis and then begins work. The graduates, during the interview, recalled the process of working on their thesis and noted that they chose the topic independently and then finalized it as a result of consultations with the supervisor. It is directly written in the mentioned rule that the supervisor is obliged to systematically help the student and provide all necessary consultations. When choosing a paper, the student should take into account the fact that the literature he should use is available.

After students defend their master thesis, the university sends them a survey, where they can Evaluate the supervisor, evaluate his work and how he led. Through this survey, the university will know how a particular person provides appropriate guidance.

#### 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;

Data related to the supervision of master's/doctoral students Programme 1 (name, level) <sup>1</sup>	
Number of master's/doctoral theses supervisors	12
//Number of doctoral thesis supervisors	
Number of master's students	18
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	12/18; 0.6

**Evidences/Indicators**

- self-evaluation report;
- Development of the master's thesis, the procedure for drawing up, defending and evaluating;
- personal cv;
- list of defense master's thesis;
- <https://tesau.edu.ge/files/1/2.2.11.%20samag.nashr.shemush.shes.deb..pdf>
- results of the interview

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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<sup>1</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2: Business Administration, MA**

**Recommendation(s):**

**Suggestion(s):** It is desirable for students to use more sources in their master's thesis, which will increase the academic quality of the thesis and make it diverse.

**Programme 3 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

**Please, evaluate the compliance of the programmes with the component**

<b>Component 3.2. Master's and Doctoral Student Supervision</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (business administration, master level)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (business administration, bachelor level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (business administration, master level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (public administration, bachelor level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Providing Teaching Resources

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

#### 4.1 Human Resources

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

#### Cluster and individual evaluation

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

In the educational space, the human, material, informational, and financial resources of the Bachelor's and Master's programs ensure the sustainable, stable, efficient, and effective functioning of the 51 educational programs cluster and the achievement of defined goals.

The presented documentation confirms that the appointment of academic positions at the university is regulated by the Georgian Law on Higher Education and the university's charter. However, if a competition is announced using more social platforms, such as [www.jobs.ge](http://www.jobs.ge) for example, more interested individuals may be engaged in the educational program.

The professionalism and qualifications of the academic staff are validated by their professional activities, engagements in this field, and relevant documentation (diplomas, certificates, etc.). The number and workload of the academic and invited personnel implementing the program ensure the management of the educational process defined by the program and the proper execution of their assigned functions. The program involves 16 affiliated academic staff for the Bachelor's in Business Administration, 9 for the Master's in Business Administration, and 15 for Public Administration. Additionally, there are 6 invited staff for the Bachelor's in Business Administration, 3 for the Master's in Business Administration, and 29 for Public Administration. Their biographies focused on professional development and active work experience (publications, monographs, conferences, exchange programs, etc.) contribute to the program's sustainability.

However, the university faces a challenge regarding both invited and academic staff, which is outlined as follows:

1. The international research component should be improved, and greater involvement of both invited and academic staff in this direction is necessary so that they can respond to contemporary challenges, remain in the pursuit of innovation, and meet the expectations of students.
2. More effort is needed from both the university administration and the staff in terms of internationalizing research.
3. Periodic training is important in the areas of teaching, modern teaching methods, knowledge of international challenges, and their adaptation to the university's educational environment.
4. And most importantly, the university must take steps to recruit new staff with academic qualifications in public administration, so they can ensure the precise implementation of the program's objectives.

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

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The self-assessment report presented by the university does not provide information on this issue. It is incomplete, which creates discomfort when analyzing the specified matter.

A total of 24 academic and invited personnel are involved in the proper implementation of the program. Of these:

- 16 are affiliated;
- 8 are invited.

Out of the 24 academic and invited personnel:

- 8 have specialized knowledge;
- 16 have adjacent knowledge.

From the presented documentation and the conducted interviews, it is evident that a portion of the academic and invited staff engaged in the undergraduate program in public administration have international research experience. This experience is relevant to providing and sharing information with students about recent advancements in the field.

Interviews with program heads and professors revealed that the program heads have directly coordinated the development of the program and have been actively involved in its improvement and development.

The program is supported by administrative staff. However, based on the presented documentation and information from interviews, the following issues have been identified:

- o There is a need for more administrative support to strengthen the academic and invited staff involved in the program, including participation in local and international programs, scientific grants, etc.

Additionally, interviews revealed the following needs:

- There is a need for more feedback on survey information;
- Academic positions should be advertised not only on the university's website and Facebook page but also expanded to other platforms (e.g., Jobs.ge and etc) to reach a broader audience;
- It is also very important for a knowledgeable lecturer in the field to be reading specific subjects, who can confirm their competence either with a doctoral academic degree or through experience in the field and periodic scientific publications;
- During on-site interviews, we requested the portion of the budget allocated for funding scientific activities to see what kind of support the academic and invited staff receive from the university. Based on this document, we can say that most of the recently funded projects are not authentic to the field of business administration and are in other areas, such as tourism, etc. Therefore, it is important for the university to pay great attention to this issue and to enhance the involvement of public administration educators in such programs.

<b>Programme 1 (Business Administration BA)<sup>2</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>3</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>4</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>24</b>	<b>6</b>	<b>6</b>	<b>16</b>

<sup>2</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>3</sup> Staff implementing the relevant components of the main field of study

<sup>4</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>- Professor</b>	6	4	4	6
<b>- Associate Professor</b>	13	3	13	13
<b>- Assistant-Professor</b>	2	2	2	2
<b>- Assistant</b>	3	3	3	3
<b>Invited Staff</b>	7	2		
<b>Scientific Staff</b>				—

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

The self-assessment report presented by the university does not provide information on this issue. It is incomplete, which creates discomfort when analyzing the specified matter.

A total of 16 academic and invited personnel are involved in the proper implementation of the program. Of these:

- 9 affiliated associate professors;
- 4 affiliated professors;
- 3 invited professors.

Interviews with the program heads and professors indicate that they directly coordinated the development of the program and were actively engaged in its continuous improvement. The program is supported by administrative staff. Discussions with academic staff revealed their commitment to delivering quality education and their efforts to inform students about the various learning activities detailed in the syllabi. Invited staff are also motivated and bring professional experience that enriches students' education with practical insights.

During on-site interviews, we requested the portion of the budget allocated for funding scientific activities to see what kind of support the academic and invited staff receive from the university. Based on this document, we can say that most of the recently funded projects are not authentic to the field of business administration and are in other areas, such as tourism, etc. Therefore, it is important for the university to pay great attention to this issue and to enhance the involvement of public administration educators in such programs.

<b>Programme 2 (Business Administration MA) [1]</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise[2]</b>	<b>Including the staff holding PhD degree in the sectoral direction[3]</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>16</b>	<b>12</b>	<b>12</b>	<b>3</b>
<b>- Professor</b>	4	4	4	4
<b>- Associate Professor</b>	8	8	8	8
<b>- Assistant-Professor</b>	-	-	-	-
<b>- Assistant</b>	-	-	-	-
<b>Invited Staff</b>	4	4	4	4

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

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

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

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

University has an educational program regulation that outlines the process, rights, and duties of the program head. From the presented documentation and interviews conducted, it is evident that some of the academic and invited staff involved in the program possess international research experience, which contributes to providing and sharing information with students about contemporary advancements in the field. Interviews with the program heads and professors indicate that they directly coordinated the development of the program and were actively engaged in its continuous improvement. The program is supported by administrative staff. Discussions with academic staff revealed their commitment to delivering quality education and their efforts to inform students about the various learning activities detailed in the syllabi. Invited staff are also motivated and bring professional experience that enriches students' education with practical insights.

Based on the documentation and interview findings, the following issues have been identified:

- There is a need for more administrative support to strengthen the academic and invited staff involved in the program, including support for participation in local and international programs and scientific grants;
- During on-site interviews, we requested the portion of the budget allocated for funding scientific activities to see what kind of support the academic and invited staff receive from the university. Based on this document, we can say that most of the recently funded projects are not authentic to the field of public administration and are in other areas, such as tourism, etc. Therefore, it is important for the university to pay great attention to this issue and to enhance the involvement of public administration educators in such programs.

A total of 34 academic and invited personnel are involved in the proper implementation of the program. Of these:

- 15 affiliated professors;
- 16 Invited professors;
- 1 asistent.

<b>Programme 3 (Public Administration BA)[1]</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff

<b>Total number of academic staff</b>	<b>34</b>	<b>10</b>	<b>10</b>	<b>15</b>
<b>- Professor</b>	2	2	2	2
<b>- Associate Professor</b>	11	11	11	11
<b>- Assistant-Professor</b>	1	1	1	1
<b>- Assistant</b>	1	1	1	1
<b>Invited Staff</b>	17	17	17	17
<b>Scientific Staff</b>				—

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

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

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

#### **Evidences/Indicators**

- o Provision of the Faculty and the structure of the Faculty
- o Institutional regulations concerning the recruitment and competition of academic staff
- o Information about the list of personnel and their curricula vitae
- o Institutional website
- o Functions and responsibilities of academic and invited staff
- o Self-assessment report
- o Interview results: Interviews with management staff, academic and invited staff, students, and graduates
- o Personnel qualification requirements
- o Personal files of the staff
- o Academic, scientific, and invited staff workload scheme, including workload at other higher education institutions (HEIs)
- o Ratio of academic/scientific/invited staff to the number of students enrolled in the programme
- o Functions of the Head of the Programme and their personal file
- o Job descriptions of administrative and support staff

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

It is recommended to promote and enhance the internationalization of research results among the academic staff.

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

- It is suggested that to conduct training sessions in the field of teaching and learning, focusing on modern teaching methods and student-centered approaches, which should be of a continuous nature.
- It is suggested that to involve academic and invited personnel more in grant projects, both in terms of their own competencies and in providing students with the latest teaching and research methods and information.

#### **Recommendations and suggestions according to the programmes: NONE**

##### **Programme 1 (Business Administration BA)**

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

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

It is suggested that to increase number of staff with doctoral or master's degrees in fields and improved composition of the staff involved in the training courses and components of the main study area.

**Programme 2 (Business Administration MA)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

**Programme 3 (Public Administration BA)**

**Recommendation(s):**

**Suggestion(s):**

It is suggested that to increase number of staff with doctoral or master's degrees in fields and improve composition of the staff involved in the training courses and components of the main study area.

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

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

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

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

As stated in the SER, TESAU faculty claims that supervisors and co-supervisors of the students of the MA programme in Business Administration “fully meet modern requirements with their qualifications and scientific-research experience.”

This statement has to be doubted upon for two main reasons. First, the research output of core faculty members is far below international standards both in terms of quantity and quality. Second, as indicated by the below table, TESAU relies heavily on external supervisors to maintain the required standards, as indicated by a ratio of 1 internal for 11 external supervisors.

<b>MA Business Administration (level 7)<sup>5</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>6</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	12	12	11

<sup>5</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>6</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	6	6	5
- Associate Professor	4	4	4
- Assistant-Professor	2	2	2
Invited Staff			—
Scientific Staff			—

### **Description and Analysis - MA Business Administration, Level 6**

The SER fails to clearly provide information on this issue. It is incomplete and confusing. For example, the information presented in the above table had to be derived by reorganizing a table in which several faculty were listed several times (source: Document “Business Administration MA”; page numbers inconsistent, so see the final Table in this document).

The SER does not provide evidence for its claim that final-stage MA students have qualified supervisors.

Google Scholar and extended Google searches for academic publications by particularly core, and partly also affiliated, faculty members failed to provide evidence of academic publication activities that meet inter-/national standards in terms of quality and quantity. It is therefore difficult to imagine how faculty who fails to meet both quantitative and qualitative standards of academic publishing can successfully teach inter-/national standards of academic writing and oversee the implementation of these standards in their students’ end-of-studies thesis.

#### **Evidences/Indicators**

- SER, including annexes (as cited above).
- CVs of core/affiliate faculty members.
- Google Scholar searches for core/affiliate faculty members
- Google searches for for core/affiliate faculty members
- Requested evidence for publication activities, which was, in part, not provided

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

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

Strongly encourage particularly those faculty members who supervise MA theses to build and maintain a pipeline of research that meets national standards.

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

##### **Recommendations:**

##### **Program 1 Business Administration (Bachelor's programme) –**

##### **Recommendations:**

##### **Suggestions:**

##### **Program 2 Business Administration (Master's programme)**

##### **Recommendations:**

Build in-house capacity/excellence in academic writing, thus overcoming the dependence on external lectures for MA-level/supervision-related modules and tasks.

##### **Suggestions:**

##### **Program 3 Public Administration (Bachelor's programme) –**

##### **Recommendations:**

##### **Suggestions:**

## **Evaluation**

Given the significant lack of evidence for scientific excellence (or at least academic publication activities that meet lower inter-/national standards) particularly among the cluster's core faculty members, there is no reason to assume that either the cluster or the programme complies with the requirements. Just having a doctorate does not make one a scholar. Students, however, deserve research active scholars as supervisors.

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
<b>Programme 1 Business Administration, BA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 Business Administration, MA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Programme 3 Public Administration, BA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

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.

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

#### Description and Analysis - Programme 1 (Name and Level)

The SER claims that “Staff evaluation includes the evaluation of both their educational and scientific-research activities”. When asked to provide copies of their faculty members’ scientific publications, however, neither TESAU administration nor QA nor SER failed to provide copies of articles that were (according to the CVs) “published” by their faculty members, yet not available on the Internet. This failure extended not only to the end of the first day of the on-site visit, but well beyond the second day. This delay is indicative that research is not given a high value in the evaluation of “scientific-research activities”. Moreover, during the on-site visit, it was confirmed that there are neither formal nor informal standards regarding the quantity and quality of academic publications from faculty members at different stages of their career. This generally poor performance in the domain of “scientific-research activities” pertains to faculty associated with all three programmes assessed in the context of this cluster evaluation.

To increase the research performance of relevant TESAU faculty, the responsible management must understand that implement a research incentive system that truly harnesses the certainly existing competence and interest to publish in academic journals of a solid inter-/national quality. Conversations with faculty have confirmed that TESAU provides, in principle, enough time for research. Yet, given the relatively low salary faculty earns at TESAU, faculty spends this time complementing its modest salary by teaching at other institutions of higher education. The resulting “brain drain” has a strong negative impact on the quality of teaching at TESAU. This is true not only at the level of MA studies and supervision, but also at lower levels, where syllabi analyses found on more than one occasion references to +20-years old textbooks on time-sensitive

topics such as innovation or marketing. When asked why faculty still uses these old books, the answer was that there were no other textbooks available in Georgian language. When asked why they do not write their own textbooks, faculty could not provide an answer. It seems though, that the answer is related to the above-mentioned brain drain issue.

To overcome this problem, administration must implement a research incentive system that provide financial incentives for publishing at an at least moderately ambitious level (starting, e.g., with ranks 1\* or 2\* in the CABS Academic Journal Guide 2024 or with Q3 and upwards in an impact factor analysis scheme such as the one provided by Clarivate).

These incentives must be truly competitive insofar as they must be at least as attractive as the salary complements faculty members could earn when teaching at other institutions of higher education.

**Evidences/Indicators**

- SER
- CVs
- Request for additional information/evidence during the on-site visits
- Google Scholar searchers
- Conversations with faculty members during the on-site visit

**General recommendations of the cluster:**

Implementation of a research incentive system that provides substantial financial benefits to research active faculty, thus avoiding the need for faculty to complement their salary by additional teaching at other institutions

**General suggestions of the cluster:**

Implementation of a systematic research quality assessment system, in which context all solid-level quality publications from faculty members are collected in a dedicated database, which allows for their sharing not only with future evaluation panels, but also with other scholars and wider audiences.

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

**Evaluation**

There is a lack of effective formal or informal incentives for academic further self-/development particularly in the domains of “scientific-research activities”. Faculty members, understandably, prefer to complement their salary by working for other institutions rather than by doing research. Doing research at a solid level, however, is essential to develop a) their own academic profile, b) the academic reputation of their home institution, and c) the competences necessary to provide solid-level research-based higher education. Given a lack of effective management approaches that incentivise (core) faculty to build and maintain a/n inter-/nationally successful research profile, the assessment must be that the current institutional setting does not comply with the requirements.

Component 4.3 Professional development of academic, scientific and invited staff	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>All programmes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>

#### **4.4. Material Resources**

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

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

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

Given that the educational programs grouped within the cluster share the same material-technical base, the evaluation will also be presented in a unified format.

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

##### **Description and Analysis - Programme 2 (Business Administration MA)**

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

Based on the on-site interview, the presented documentation, and the inspection of the university's material and technical resources, it is confirmed that the university's infrastructure and technical equipment adequately support the achievement of the learning outcomes specified by all educational programs. The university has unlimited and accessible infrastructure, as well as the material and technical resources necessary for the educational process, specifically:

- Classrooms equipped with appropriate inventory;
- Examination center;
- Library equipped with computer technology and information-communication technologies;
- University spaces equipped with internet-connected computers;
- Various technical devices;
- Sports halls;
- The building is fully adapted for persons with disabilities.

However, during the inspection of the library, it was found that the number of books required for the academic disciplines is insufficient. For example, there are very few books on public administration, both in electronic and physical formats. The compulsory literature indicated in the syllabus is mostly available only in electronic form. This, of course, does not pose a major problem for students who have internet access or own electronic devices. However, there are students who do not have a computer, and under the condition of only having the electronic version of the compulsory books, they are at a disadvantage compared to other students. It is important for the university library to be equipped with the textbooks that will enable students to achieve the outcomes outlined in the program.

University students and staff have access to the following international electronic library databases: the list of subject-specific scientific databases of EIFL (Electronic Information for Libraries) available to consortium members (covering various fields), with explanations:

- Cambridge Journals Online (<https://www.cambridge.org/core>) - Humanities and Social Sciences. The database includes:
- e-Duke Journals Reuters Scholarly Collection (<https://read.dukeupress.edu/>);
- Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com>);

- IMechE Journals (<https://uk.sagepub.com/en-gb/eur/IMEchE>) - Mechanical Engineering (published by SAGE);
- SAGE Journals (<https://journals.sagepub.com>);
- Openedition Journals (<https://www.openedition.org/>);
- ACM Digital Library (<https://dl.acm.org/>).

Also:

- HEINONLINE law database: <https://heinonline.org/HOL/Welcome> (providing remote access service);
- Electronic Library of Law: [library.court.ge](http://library.court.ge);
- Elsevier databases:
- ScienceDirect® online: <http://www.sciencedirect.com>
- Scopus® online: <https://www.scopus.com>
- EBSCO databases.

It should be emphasized that digital resources and international electronic library databases are accessible to students. The latter allows students to familiarize themselves with the latest scientific achievements in the field and achieve the learning outcomes outlined in the program.

Additionally, the material, informational, and digital resources available in the library are accessible to both students and staff. During the on-site interviews, students mentioned that they are aware of the availability of these resources and know how to use them.

#### **Evidences/Indicators**

- o Documents concerning material resources
- o Institutional website
- o Library resources, catalogue, and website
- o Information about available databases
- o Self-assessment report
- o The material-technical base of the university
- o Interviews with the management staff, Quality Assurance units, teaching staff, students, and graduates

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

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

- It is suggested that to continue enriching the library's resources and to increase student awareness regarding the existing electronic platforms.
- It is proposed to expand the book collection both in physical and electronic formats (in the fields of public administration and business).

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

**Programme 1 (Business Administration BA)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

**Programme 2 (Business Administration MA)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

**Programme 3 (Public Administration BA)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

#### **Evaluation**

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

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

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

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

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

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

The allocation of financial resources is aligned with the needs of the programmes. Financial sustainability is supported by the university's budget and ongoing efforts to secure additional funding. To further enhance financial stability, the university should continue to build relationships with international institutions and leverage these connections to improve funding opportunities

As part of the cluster accreditation, a budget calculation form for the educational program is included among the submitted documents. This form encompasses various expenses, including:

- Costs incurred for research and development activities
- Travel expenses and others.

However, the documentation only provides the budget for the bachelor's program in public administration, with the budgets for the other programs simply copied from the public administration program. This means that, out of the three presented programs, only one program's budget is available. We requested a detailed breakdown of the program budgets, but unfortunately, we did not receive it.

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

#### **Description and Analysis - Programme 2 (Business Administration MA)**

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

The university has presented a forecast financial document for the program, which outlines the program's expenditure section. This document indicates that a budget of 10000 GEL is allocated for the research and development of academic and invited personnel. We believe that this part of the financial document needs to be increased to allow more teachers to participate in various international and local conferences, training sessions, and workshops, and to provide more teachers with the opportunity for the university to fund the publication of various articles in foreign peer-reviewed journals.

During the on-site interview, we were informed that, in addition to the presented budget, the university has a separate budget for research, grants, and the development of academic staff, which is set at 180,000 GEL. We requested a detailed breakdown of this budget to see the areas it funds or has funded in recent years. We also requested detailed information about the funds allocated for academic development in the budget (180000). This document indicates that the university has a substantial amount of money for financing grants and other activities, which can be viewed very positively. However, from the previous grant report, we see that none of the grant projects addressed issues related to public administration or the improvement of business administration. Grants are primarily awarded in areas such as tourism, viticulture, and so on. It is essential to strengthen grant programs focused on public administration and business.

#### **Evidences/Indicators**

- o Cluster budget
- o Self-assessment report
- o Interviews with management staff and other relevant stakeholders

**General recommendations of the cluster: NONE**

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

It is suggested that to strengthen grant programs focused on public administration and business administration.

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

**Programme 1 ((Business Administratiaon BA)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administratiaon MA)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Public Administratiaon BA)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

#### **Evaluation**

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Business Administratiaon BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Business Administratiaon MA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administratiaon BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Compliance of the programmes with the standards**

<b>4. Providing Teaching Resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1</b> (Business Administration BA)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Business Administration BA)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> (Public Administration BA)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

## **5. Teaching Quality Enhancement Opportunities**

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

### **5.1. Internal Quality Evaluation**

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

#### **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 developed Internal Evaluation Mechanisms for Quality Assurance ([https://tesau.edu.ge/files/uploads/4/9/1/Internal\\_Evaluation\\_Mechanisms\\_for\\_Quality\\_Assurance\\_e.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal_Evaluation_Mechanisms_for_Quality_Assurance_e.pdf)). In the process of the elaboration of educational programmes academic and invited personnel collaborated with internal quality assurance service and took into consideration quality assurance results. In the process of the development of the programme together with university administrative and academic/invited personnel other stakeholders also were involved such as potential employers, graduates and students from related programmes.

To develop the programmes grouped in cluster, a self-evaluation group was created that regularly held meetings and discussed issues related to programme development. The programmes were developed following the principles of teamwork. Each member of the self-assessment group took care of eliminating the shortcomings identified during the work on the self-assessment report. In the work process, the internal evaluation of the programmes was carried out, the evaluation of the programmes by the quality assurance office, academic/invited staff, and also the external evaluation by the employers and the partner organization of the University. Feedback from internal and external evaluations were taken into account in the educational programme.

The quality assurance system at the university operates based on the principles "Plan, Implement, Check, Act" (PDCA) cycle. Quality assurance is a continuous process and internal quality assurance mechanisms are implemented in it. University develops strategic development and action plans (<https://tesau.edu.ge/universitetis-strategiuli-ganvitarebis-gegma>) as well as discusses annual reports of the quality assurance office. The quality assurance system describes all the elements involved in the quality improvement process of the university. It is an integral part of the university management process: planning, organizing and monitoring. The system operates

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

In General, the quality assurance service is engaged in consulting activities for the faculty in order to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance department collaborates closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process the university adopted the regulations for using electronic services of the University (<https://tesau.edu.ge/iuridiuli-cnobari/debulebebi1>) to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the moment of accreditation expert group visit no distance/hybrid study processes were in place. The university plans to implement a distance/hybrid study process in the nearest future according to the current Georgian legislation.

#### **Evidences/Indicators**

- Provision of Quality Assurance Office <https://tesau.edu.ge/en/martvis-organoebi/debuleba10>
- Internal Evaluation Mechanisms for Quality Assurance  
([https://tesau.edu.ge/files/uploads/4/9/1/Internal\\_Evaluation\\_Mechanisms\\_for\\_Quality\\_Assurance.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal_Evaluation_Mechanisms_for_Quality_Assurance.pdf))
- Instruction for Planning, Elaborating, Implementing, Developing and Canceling Academic Educational Programmes
- Methodology for Determining the Ratio of Staff and Students and Marginal Body of Students  
<https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Study Process Regulatory Rule and Regulation of Examination Center  
<https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Rule of Using Electronic Services of the University <https://tesau.edu.ge/iuridiuli-cnobari/debulebebi1>
- Job market analysis
- Methodology for evaluation of programme learning outcomes
- Evaluation results of programmes learning outcomes
- External evaluation of educational programmes
- Decision about creation of self-assessment group
- Minutes of the Self-Assessment Group meetings
- Document of comparison/benchmarking with the analogical local and foreign education programmes
- Annual reports of Quality Assurance Department
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

#### **Evaluation**

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> ( Business Administration, <b>BA</b> )	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> ( Business Administration, <b>MA</b> )	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> (Public Administration, <b>BA</b> )	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

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

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

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

The Bachelor Programme in Business Administration (180 ECTS) is a new programme. It was evaluated by the local expert from Caucasus International University (Georgia). In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of business administration. The University has an experience of implementing a bachelor's program in business administration (240 ECTS) that was accredited on March 12, 2012.

The Master Programme in Business Administration (120 ECTS) in its current composition is a new programme. It was evaluated by the local expert from Paata Gugushvili Economic Institute (Georgia). In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of business administration. The University has an experience of implementing a master's program in business administration that was accredited on August 2, 2012.

The Bachelor Programme in Public Administration (240 ECTS) in its current composition is a new programme. It was evaluated by the local expert from Akaki Tsereteli Kutaisi University (Georgia). In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of public administration. The University has an experience of implementing a bachelor's program in public administration that was accredited on November 18, 2011.

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

#### **Evidences/Indicators**

- Educational programmes and syllabi
- Internal and external evaluation mechanisms for quality assurance
- Job market analysis
- External evaluations of educational programmes by local experts from partner institutions of higher education and research institutions
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

#### **Evaluation**

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

Component 5.2 External Quality Evaluation	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 ( Business Administration, BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 ( Business Administration, MA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration, BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **5.3. Programme Monitoring and Periodic Review**

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

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

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

The Quality Assurance Department of the university periodically monitors the quality of the development and implementation of educational programmes. Based on the monitoring results the relevant recommendations, suggestions for possible changes and conclusions are developed for the further development of the educational programmes. Within the framework of the mentioned process, the Quality Assurance Department regularly checks the library's book fund (including

textbooks and other educational materials in their physical condition, quantity, and compliance with the syllabi).

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

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

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

As part of monitoring and evaluation of the program, the institution also evaluates the achievement of the set goals of the program and the learning outcomes of the program. The quality assurance service has developed a mechanism for evaluating the learning outcomes of the program and presented a document for evaluating the learning outcomes of the educational program. However, it should be noted that this document is an assessment of compliance with the established requirements of the program itself and an analysis of the students' academic performance. This is an indirect assessment of the achievement of learning outcomes of the program. The final evaluation of the training course is provided as a direct method of evaluating the specific result of the educational program, which is not recommended according to the guidelines for the evaluation of accreditation standards developed by the National Center for Education Quality Enhancement. (<https://eqe.ge/res/docs/%E1%83%A1%E1%83%90%E1%83%AE%E1%83%94%E1%83%9A%E1%83%9B%E1%83%AB%E1%83%A6%E1%83%95%E1%83%90%E1%83%9C%E1%83%94%E1%83%9A%E1%83%9D%E1%83%93%E1%83%90%E1%83%9B%E1%83%A2%E1%83%99%E1%83%98%E1%83%AA%E1%83%94%E1%83%91%E1%83%A3%E1%83%9A%E1%83%98.pdf>). During the interviews with the heads of the program and the administration of the institution, it was revealed that the mechanism for evaluating the learning outcomes of the program according to the methodology suggested by the National Center for Education Quality Enhancement will be fully implemented in the future. **Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcome.**

#### **Description and Analysis - Programme 1 (Business administration, bachelor's programme)**

See cluster evaluation in 5.3. In addition, in the bachelor's programme of business administration, the evaluation system in individual courses is challenging, for example, the evaluation of presentation of entrepreneurial idea in the study course "Entrepreneurship". Through the syllabus and during the site-visit interview, it was revealed that the students can submit a group project. It is not written in the syllabus, and the answer of the personnel was also vague, how the individual contribution of the student is determined.

**Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.**

#### **Description and Analysis - Programme 2 (Business administration, master's program)**

See cluster evaluation of standard 5.3. In addition, based on materials submitted by the University and site-visit interviews, a group of experts did not find the evidence that the University conducts master students surveys where master students can anonymously evaluate implementation of research components of the programme and evaluate scientific supervisors of their master thesis. Despite the fact that the university conducts students' satisfaction surveys, the surveys to evaluate the main (mandatory) study courses at the end of each semester, teaching and research activities of personnel, such surveys do not include questions for respondents to get feedback about the implementation of the research component of the programme. **The University should ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.**

#### **Description and Analysis - Programme 3 (Public administration, bachelor's programme)**

See cluster evaluation in 5.3. In addition, in the bachelor's programme of business administration, the evaluation system in individual courses is problematic, for example, the evaluation of presentation of entrepreneurial idea in the study course "Entrepreneurship". Through the syllabus and during the site-visit interview, it was revealed that the students can submit a group project. It is not written in the syllabus, and the answer of the personnel was also vague, how the individual contribution of the student is determined.

**Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.**

#### **Evidences/Indicators**

- Educational programmes and syllabi
- Statue of the University <https://tesau.edu.ge/iuridiuli-cnobari/tsesdeba>
- Provision of Quality Assurance Office <https://tesau.edu.ge/en/martvis-organoebi/debuleba10>
- Internal Evaluation Mechanisms for Quality Assurance  
([https://tesau.edu.ge/files/uploads/4/9/1/Internal\\_Evaluation\\_Mechanisms\\_for\\_Quality\\_Assurance.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal_Evaluation_Mechanisms_for_Quality_Assurance.pdf))
- Instruction for Planning, Elaborating, Implementing, Developing and Canceling Academic Educational Programmes
- Methodology for Determining the Ratio of Staff and Students and Marginal Body of Students  
<https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Study Process Regulatory Rule and Regulation of Examination Center  
<https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Rule of Using Electronic Services of the University <https://tesau.edu.ge/iuridiuli-cnobari/debulebebi1>
- Job market analysis
- Methodology for evaluation of programme learning outcomes
- Evaluation results of programmes learning outcomes
- External evaluation of educational programmes
- Decision about creation of self-assessment group
- Minutes of the Self-Assessment Group meetings

- Document of comparison/benchmarking with the analogous local and foreign education programmes
- Annual reports of Quality Assurance Department
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

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

- Within the framework of periodic monitoring of the program, Quality Assurance Service should use as a direct assessment of the achievement of the learning outcomes of the program the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the mentioned learning outcome.
- Assessment and monitoring: The Quality Assurance department should improve its assessment tools, especially concerning the domains of 1) achieved learning outcomes and 2) research. Regarding the latter domain, the expert panel asserts that the research performance of TESAU faculty members is below standard, which negatively impacts both TESAU's reputation as an institution of higher education and research as well as the quality of the study content and experience. Against this background, the panel recommends the implementation of a financially attractive research incentive system that motivates faculty to engage in academic research rather than to seek complements to their generally low salary by teaching at other institutions of higher education.

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

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

##### **Recommendations:**

##### **Program 1 Business Administration (Bachelor's programme)**

Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.

##### **Program 2 Business Administration (Master's programme)**

The University should ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

##### **Program 3 Public Administration (Bachelor's programme)**

Within the framework of periodic monitoring of the programmes, the quality assurance department should ensure that the assessment rubrics of the study courses indicate how the individual contribution of the student is evaluated in case of a group project.

## **Evaluation**

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requiremen ts	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 ( Business Administration, BA)</b>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 ( Business Administration, MA)</b>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

**Programme 3 (Public Administration, BA)**



**X**



### Compliance of the programmes with the standards

<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 ( Business Administration, BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 ( Business Administration, MA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Public Administration, BA)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attached documentation:**

**Name of the higher education institution: Telavi State University**

**Name of Higher Educational Programmes in Business Administration (Levels: BA and MA) and Public Administration (BA)**

### Compliance of the programmes with the standards

<b>Contents</b>	<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>3. Student Achievements, Individual Work with them</b>	<b>4. Providing Teaching Resources</b>	<b>5. Teaching Quality Enhancement Opportunities</b>
<b>Standard</b>					
<b>Programme 1 (Business Administration, BA)</b>	<b>Substantially Complies with requirements</b>	<b>Substantially Complies with requirements</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Complies with requirements</b>
<b>Programme 2 (Business Administration, MA)</b>	<b>Substantially Complies with requirements</b>	<b>Substantially Complies with requirements</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Complies with requirements</b>
<b>Programme 3 (Public Administration, BA)</b>	<b>Substantially Complies with requirements</b>	<b>Complies with requirements</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirement</b>	<b>Complies with requirements</b>

**Signatures**

**Chair of Accreditation Experts Panel**



**Prof. Dr. Dr. Steffen Roth**

**Of the member(s) of the Accreditation Experts Panel**

**Ekaterina Zakaradze**



**Elene Grigolia  
Liana Zagashvili,**



**Ia Natsvlishvili  
Zurab Aznaurashvili**

