



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

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**

**Program 1 - Bachelor's Program in Business Administration (Specializations:
Finance, Marketing, Management)**

**Program 2 - Bachelor's Program in Business Administration (Specializations:
Finance, Marketing, Management) (delivered in English)**

Program 3 - Bachelor's Program in Healthcare Management

Program 4 - PhD Program in Marketing

Program 5 - Bachelor's Program in Public Administration

Program 6 - Master's Program in Educational Leadership and Management

**Name of Higher Educational Institution
Caucasus University LLC**

Evaluation Date(s)
18 – 20 November 2024

Report Submission Date
February 10, 2025

Tbilisi

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Information on the Higher educational Institution

| | |
|--|-------------------------|
| Name of Institution Indicating its Organizational Legal Form | Caucasus University LLC |
| Identification Code of Institution | 205050567 |
| Type of the Institution | University |

Expert Panel Members

| | |
|--|---|
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. Information on the Cluster of Educational Programmes

| | Programme 1 | Programme 2 | Programme 3 | Programme 4 | Programme 5 | Programme 6 | Programme 7 | Programme 8 |
|---|--|--|---|--------------------------------|------------------------------------|---------------------------------------|-------------|-------------|
| Name of the educational programme | Business Administration (Specializations: Finance, Marketing, Management) | Business Administration (Specializations: Finance, Marketing, Management) (delivered in English) | Healthcare Management | Marketing | Public Administration | Educational Leadership and Management | | |
| Level of higher education | Bachelor's Studies | Bachelor's Studies | Bachelor's Studies | Doctoral Studies | Bachelor's Studies | Master's Studies | | |
| Qualification to be awarded | Bachelor of Business Administration | Bachelor of Business Administration | Bachelor of Business Administration in Management | PhD of Marketing | Bachelor of Public Administration | Master of Education Management | | |
| Name and code of the detailed field | 0413 Management and Administration | 0413 Management and Administration | 0413 Management and Administration | 0414 Marketing and Advertising | 0413 Management and Administration | 0413 Management and Administration | | |
| Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹ | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Language of instruction | Georgian | English | Georgian | English | Georgian | Georgian | | |
| Number of ECTS credits | 180 | 180 | 180 | 60 | 180 | 120 | | |

¹ In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

| | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|--|--|
| Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date) | New | New | New | New | New | New | | |
|--|-----|-----|-----|-----|-----|-----|--|--|

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes²

Caucasus University, located in Tbilisi, Georgia, stands out for its broad and diverse range of academic programs, all aimed at fostering excellence in education and professional growth. This summary encapsulates the findings from a detailed evaluation of the following six study programs, showcasing the university's dedication to maintaining high standards and innovative practices in higher education.

Overview of the cluster Programs:

- Bachelor's in Business Administration (Georgian Language): Specializations in Finance, Marketing, and Management (180 ECTS, 3 years).
- Bachelor's in Business Administration (English Language): Specializations in Finance, Marketing, and Management (180 ECTS, 3 years).
- Bachelor's in Healthcare Management: (180 ECTS, 3 years).
- PhD in Marketing: Combining 60 ECTS coursework with two years of research (3 years total).
- Bachelor's in Public Administration: (180 ECTS, 3 years).
- Master's in Educational Leadership and Management: (120 ECTS, 2 years).

These programs align closely with the university's mission to produce skilled, competitive graduates ready to meet the demands of both local and global job markets. The curricula emphasize academic depth while incorporating practical applications, meeting national and international benchmarks. Feedback from stakeholders, including students and employers, highlighted high levels of satisfaction with the university's resources and program outcomes. Moreover, the evaluation process fostered a collaborative environment, with findings shared transparently to encourage continuous improvement. This comprehensive overview underscores the university's commitment to quality, innovation, and stakeholder satisfaction, focusing on program details such as duration, language of instruction, and overall outcomes.

● Overview of the Accreditation Site Visit

The Accreditation Site Visit for six cluster study programs at the university showcased its commitment to quality education and innovative practices in higher education. The visit evaluated the following programs:

1. Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management)
2. Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management, delivered in English)
3. Bachelor's Program in Healthcare Management
4. PhD Program in Marketing
5. Bachelor's Program in Public Administration
6. Master's Program in Educational Leadership and Management

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

The assessment, led by an international expert, included a multidisciplinary team comprising field specialists, a higher education expert, an employer representative, and a student advisor. The evaluation process was led by an expert accreditation panel and designed with a thorough and methodical approach to effectively assess the cluster programs. The team started with a detailed review of the program documentation. This was followed by a carefully planned preparatory meeting, where objectives were fine-tuned and the evaluation schedule finalized. The process culminated in a two-day on-site visit, featuring in-depth interviews with a broad range of stakeholders and a comprehensive inspection of the university's facilities. This structured and robust approach ensured a balanced and objective review of the cluster programs' quality and impact.

These interactions provided valuable insights into the institution's operations, including discussions with faculty, students, alumni, and employers. The university's modern facilities, from classrooms to IT resources, were highly praised for supporting an effective learning environment.

The site visit highlighted the institution's strengths and areas of excellence:

- Stakeholder Engagement: Faculty members were commended for their expertise and dedication, while students and alumni shared positive feedback on their learning experiences and career readiness. Employers affirmed the relevance of the programs to industry needs.
- Modern Facilities: The university's state-of-the-art classrooms, IT resources, and other learning environments were praised for fostering an effective and supportive educational setting.
- Innovative Practices: The programs demonstrated a commitment to innovation, with curricula reflecting contemporary trends and challenges in their respective fields.

The site visit affirmed the institution's dedication to delivering high-quality academic programs and maintaining robust standards in teaching, learning, and student support. These findings underscore the university's role as a leader in higher education, continually adapting to meet the needs of its diverse academic community and the industries it serves.

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

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

Programs 1 and 2 - Substantially complies with requirements

Programs 3, 4, 5 and 6 - Complies with requirements

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

All Programs - Complies with requirements

3. Student Achievements, Individual Work with them

All Programs - Complies with requirements

4. Providing Teaching Resources

All Programs - Complies with requirements

5. Teaching Quality Enhancement Opportunities

All Programs - Substantially complies with requirements

- **Recommendations**

General Recommendations

- It is recommended that staff be provided with information on the mechanisms and procedures for developing programs, implementing changes, and conducting evaluations. (5.1)

Program Specific Recommendations

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

- It is recommended to clarify and operationalize vague objectives such as 'morally perfect' to ensure measurable outcomes. See specific details for objective 4 and 5 under description. (1.1)

- It is recommended to use active verbs in the outcome section of the following syllabus: Banking, Basic of Financial Technologies (Fintech). (1.5)

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

- It is recommended to define vague objectives more precisely, ensuring they are measurable and aligned with contemporary global trends in business education. For example, see recommendation for objective 4 and 5 in the description. (1.1)

- It is recommended to use active verbs in the outcome section of the following syllabus: Banking, Basic of Financial Technologies (Fintech). (1.5)

Programme 3 (Healthcare Management, BA, VI)

- Given that the program's admission criteria do not explicitly require any foundational or basic knowledge of healthcare, it would be advisable to make Medical Terminology a mandatory course, ideally placed in the first semester, rather than an elective. (1.4)

Programme 4 (Marketing, PhD, VIII)

None

Programme 5 (Public Administration, BA, VI)

None

Programme 6 (Educational Leadership and Management, MA, VII)

None

- **Suggestions for the Programme Development**

General Cluster Suggestions

- It is suggested to strengthen the focus on internationalization by integrating global perspectives into the curriculum objectives. (1.1)
- It is suggested to align program objectives more explicitly with labor market trends and sectoral benchmarks, ensuring relevance to both local and international contexts. (1.1)
- It is suggested to address vague or generic objectives by providing specific, measurable outcomes that reflect the expected knowledge, skills, and competencies of graduates. (1.1)
- To improve the results of learning outcomes, the evaluation system should be adjusted to ensure that grades for each component of course valuations are normally distributed (Gauss distribution) and aren't skewed to any ends of the grading scale. (1.3)
- In order to ensure the publicity and availability of information about programs it is suggested to upload information about programs on the university website. (1.4)
- The learning outcome map shows how different mandatory courses reach outcomes of the programs. It shows that even introductory courses reach outcomes with "High" level without gradual increment in the levels. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level. (1.4)
- It is suggested, It is desirable to clearly distinguish teaching methods, strategies, and forms of organizing the learning process in programmes and syllabi. (2.3)
- During the interviews, students expressed the desire for more opportunities for informal interactions with lecturers, such as joint excursions. However, they noted that such excursions often involve significant financial costs. Therefore, we recommend that the university consider organizing more budget-friendly informal activities. (3.1)
- In the interviews, students and alumni expressed concerns about the challenges of the exam period, particularly the stress caused by the financial burden of paying additional fees for retaking exams. To address this issue and reduce unnecessary pressure, it is suggested that students be offered the opportunity to retake exams without incurring extra costs. (3.1)
- Students noted that the student government and the ombudsman are not sufficiently active in protecting their rights. Therefore, it is suggested that these bodies adopt a more proactive approach to addressing student concerns. (3.1)
- A careful review of the CVs of the academic and invited staff involved in implementing the program revealed that, in some cases, there is a lack of information about scientific research activities. It is suggested to include detailed information about these activities in the staff's personal files. (4.1)
- Interviews with program staff revealed that, in some cases, they are not adequately informed about opportunities to participate in internal university grant activities. Improving awareness in this area would help strengthen their scientific research activities. It is suggested to actively inform academic staff about these opportunities and encourage their participation. (4.3)
- It is suggested to conduct a meaningful and comprehensive external evaluation that includes both cluster-based and individual external evaluations. (5.2)
- It is suggested that students and alumni engagement practices be actively incorporated into the process of modifying, updating, and developing educational programs. (5.3)

Program Specific Suggestions

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

- It is suggested to strengthen alignment with global business trends by incorporating advanced technologies and international case studies. (1.1)
- It is suggested to incorporate themes like sustainability and digital innovation to further strengthen its relevance. (1.2)
- In the following course syllabi, it is better to move course descriptions outside of the outcome section of the course: Banking, Innovation Management, Information Technologies 3. (1.5)
 - In the Banking course outcomes are too detailed and many. It is suggested to reduce the number of outcomes by combining the same type of outcomes together, and eliminating duplicate outcomes. It can improve the valuation of the course. (1.5)
 - The Consumer Experience Management course has 2.5 credit which means that total hours should be 2.5 credit x 25 hours = 62.5 hours instead of 64.5. (1.5)
 - In the Business Plan Development course syllabus, it is better to write academic position instead of typing academic degree twice. (1.5)
 - In the Financial Markets and Institution syllabi missing part with distribution of hours between different teaching activities. (1.5)
 - Should be adjusted to the number of hours in the Digital Marketing and E-commerce course. Currently the number of independent hours is 895. (1.5)
 - In the syllabus of the course Project Management mistyped the number of hours below the seminars. It is suggested to delete this additional 2 hours. (1.5)
- It is suggested to offer an undergraduate thesis or research project as an elective course. (2.2)

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

- It is suggested to incorporate additional content on digital transformation and its impact on finance, marketing, and management to enhance the relevance of the program. (1.1)
 - It is suggested to strengthen the alignment of program objectives further with international benchmarks, particularly focusing on sustainability and ethical business practices to integrate with both local and global market trends. (1.1)
 - It is suggested to introduce additional learning outcomes focusing on contemporary challenges in business, such as digital innovation and sustainability. (1.2)
 - It is suggested to strengthen stakeholder engagement processes by establishing regular feedback cycles involving employers, graduates, and students. (1.2)
 - In the following course syllabi, it is better to move course descriptions outside of the outcome section of the course: Banking, Innovation Management, Information Technologies 3. (1.5)
- Some of the suggestions removed, see explanation under argumentative position response.
- In the Banking course outcomes are too detailed and many. It is suggested to reduce the number of outcomes by combining the same type of outcomes together, and eliminating duplicate outcomes. It can improve the valuation of the course. (1.5)
 - In the Financial Markets and Institution syllabi missing part with distribution of hours between different teaching activities. (1.5)
 - It is suggested to offer an undergraduate thesis or research project as an elective course. (2.2)

Programme 3 (Healthcare Management, BA, VI)

- It is suggested to improve the specificity in program objectives by defining measurable outcomes for goals related to healthcare system efficiency and transferable skills. (1.1)
- It is suggested to implement structured mechanisms for stakeholder engagement in curriculum updates and incorporating specialized modules on digital healthcare innovations. (1.2)
- Based on students' feedback it is suggested to add more in-depth knowledge specifically related to healthcare, as they feel the current curriculum places a significant emphasis on business-related subjects. (1.4)
- For the course 'Fundamentals of Health Information Systems Management' it is advisable to add references for literature that are relevant to the weekly topics. It can simplify tracking the alignment between the course content and the required reading. (1.4)
- To help students better gauge the expected workload it is suggested to add information about specific chapter from the books for the following courses: "Medical Terminology" and "Safe Environment and Healthcare". (1.4)
- To align the course "Fundamentals of Strategic Management of Healthcare Organizations" with its healthcare specialization, it is suggested to either adjust the course title to reflect a more general strategy management focus or, if the healthcare-specific content is to remain, to incorporate additional materials, case studies, and other relevant resources to better address the unique challenges and strategies within healthcare organizations. (1.4)
- In the course Research Methods in Healthcare Management all skills in the outcome section are written as one outcome. It is better to divide outcomes which can simplify valuation of the course. (1.5)

Programme 4 (Marketing, PhD, VIII)

- It is suggested to introduce more structured support for international students, such as orientation programs or tailored academic resources. (1.1)
- It is suggested to expand efforts to publish in high-impact international journals beyond the required minimum. (1.1)
- While the outcomes are generally measurable, it is suggested to develop a detailed rubric or framework for assessment could enhance clarity and ensure uniform application. (1.2)

Programme 5 (Public Administration, BA, VI)

- It is suggested to elaborate on practical governance activities and specific tools to provide clearer guidance to stakeholders especially program students. (1.1)
- It is suggested to develop exchange programs specifically tailored for public administration students. (1.1)
- It is suggested to enhance stakeholder engagement by establishing formal mechanisms to involve a broader range of stakeholders, such as alumni and employers, in the development and periodic review of learning outcomes. (1.2)
- The learning outcome map in the program shows relations of outcomes and objectives. It is also preferable to show how different courses reach learning outcomes. (1.4)

- It is suggested, Research methods training course immediately and closely preceded the undergraduate thesis.(2.2)

Programme 6 (Educational Leadership and Management, MA, VII)

- It is suggested to clarify and operationalize vague objectives as per the description provided under program analysis to make them specific, realistic and measurable. (1.1)
- It is suggested to introduce case studies and examples from global education systems to strengthen the program's international appeal. (1.1)
- It is suggested to incorporate structured internships or real-world projects in collaboration with educational institutions to enhance practical application skills. (1.2)
- It is suggested, Preschool education management research topics (specified titles), to be provided to students in a ready-made form. (2.2)
- It is suggested: Since the academic staff, in some cases, are more specialized in education or management, it would be beneficial to organize events in the future to address this gap. These could include training sessions, workshops and similar activities. (4.1)
- It is suggested, The master's thesis should be supervised simultaneously by two members of the academic staff - education and management specialists.(4.2)
- It is suggested, Programme implementers should identify issues of vocational and preschool education management as research topics for academic or invited personnel to strengthen this research direction over time.(4.2)
- To achieve the necessary level of student enrollment and ensure budget sustainability, it is suggested to attract more students, conduct marketing activities, utilize social media platforms, and implement other necessary promotional strategies. (4.3)
- It is suggested to conduct a comprehensive labor market study for the Education Leadership and Management program, which would reflect the needs and challenges across all levels and sectors of education. (5.3)

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

N/A

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

The panel has conducted a thorough review of the university's argumentative reflection. Based on this assessment, an additional analysis was performed using the supplementary documents and information provided in the Self-Evaluation Report (SER) and notes made as per the interviews conducted with the university panel during the site visit.

Regarding general recommendation 5.1, it should be emphasized that the university has a strong administrative team, particularly in ensuring quality assurance processes. During the interview process, representatives of the administrative units provided a thorough and consistent explanation of the institution's existing regulations and procedures, as well as the processes involved in developing, updating, and preparing programs for accreditation within the cluster. However, during interviews with most academic and invited staff, it became evident that they lacked sufficient knowledge of educational program development, as well as the quality

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

assurance processes and practices implemented at the university. Since the experts' assessments are based both on the analysis of the accreditation documentation and the information gathered through interviews during the site-visit, we take the latter into account and keep our recommendation unchanged. The panel believes that the awareness of academic and invited staff should be enhanced regarding the development, improvement, and evaluation of educational programs.

For general recommendation 5.3, it is evident that the university has established practices for involving students and alumni in the process of modifying and updating educational programs, primarily through surveys. The university's internal regulations, survey forms, and electronic portal confirm the existence of this practice. Our recommendation should not be interpreted as a call to introduce this practice; on the contrary, we acknowledge that it is already in place but needs to be strengthened. Considering the university's argumentative position, we are reclassifying this recommendation as a suggestion, as the panel believe it is essential to enhance student and graduate involvement and incorporate their experiences into the process of program development and modification. This sub-standard's compliance as a result is changed to "complies the requirements" from substantially complies the requirements.

Regarding program specific recommendation for recommendation 1.1 program 2, the panel rejects HEI's argumentative position and sticks to the provided recommendation as a clear explanation with insights is provided in the analysis under these sub-standards. Additionally, panel questioned this during the panel interviews with the heads of the programs and SER team that acknowledged these concerns and assured to address them to improve the program as per these recommendations.

Regarding program specific recommendation for recommendation 1.1 program 6, the panel partially considered CU argumentation but believes that there are possibilities to improve both the program objectives and PLO outcomes when it comes to specifying. Considering this, the panel decided to move this recommendation to suggestions. Panel understands the CU point but emphasize to pay attention to these aspects to improve the program objectives further. Some minor changes were made in the section under analysis. As a result this sub-standard's compliance for program 6 is changed to "complies the requirements" from substantially complies the requirements.

Regarding recommendation 1.4 for program 3 (Healthcare Management, BA, VI), the panel, understands that the BA Program in Healthcare Management does not require prior healthcare knowledge and that "Healthcare Policy Fundamentals" is included as a first-semester course to introduce students to the field. However, we believe this approach does not fully address the lack of basic healthcare knowledge among students. Healthcare policy is a complex subject that requires an understanding of key healthcare terms. Without basic knowledge of concepts such as inpatient vs. outpatient care, primary vs. secondary care, or acute vs. chronic conditions, students may struggle to grasp essential topics like healthcare system organization, financing, and service quality.

Since the admission criteria do not require prior healthcare education, many students enter the program without any background in the field. As a result, the Healthcare Policy Fundamentals course may be especially difficult for those unfamiliar with medical terminology. A Medical Terminology course in the first semester would:

- Give all students a common foundation in essential healthcare terms.
- Make it easier to understand and apply healthcare management concepts.
- Ensure students are better prepared for the challenges of the Healthcare Policy Fundamentals course and other specialized subjects.

While some terminology may be introduced in other courses, a structured Medical Terminology course would provide the necessary foundation upfront, making policy and management topics more accessible. For these reasons, the panel believes our recommendation remains valid: Medical Terminology should be a mandatory first-semester course to ensure students can effectively engage with the curriculum.

Regarding argumentation provided for the suggestions related to program 2 standard 1.5, the panel have adjusted its findings based on answers and additional documents provided by the university. The university presented corrected versions of syllabi based on that the related four suggestions for this sub-standard have been removed.

Only some minor changes were made in the report as a result of CU's argumentative position, this did not result in changes in the overall compliance of any of the programs. The overall compliance to 5 accreditation standards remain unchanged.

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

This is not applicable as all six cluster programs are new and put forth for the first accreditation.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

| Standard/Component | Assessment approaches: |
|---|------------------------|
| 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme | |
| 1.1. Programme Objectives | Cluster and individual |
| 1.2. Programme Learning Outcomes | Cluster and individual |
| 1.3. Evaluation Mechanism of the Programme Learning Outcomes | Cluster |
| 1.4. Structure and Content of Educational Programme | Cluster and individual |
| 1.5. Academic Course/Subject | Cluster and individual |
| 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering | |
| 2.1. Programme Admission Preconditions | Cluster and individual |
| 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills | Cluster |
| 2.3. Teaching and Learning Methods | Cluster |
| 2.4. Student Evaluation | Cluster |
| 3. Student Achievements, Individual Work with them | |
| 3.1. Student Consulting and Support Services | Cluster |
| 3.2. Master's and Doctoral Student Supervision | Cluster |
| 4. Providing Teaching Resources | |
| 4.1. Human Resources | Cluster and individual |
| 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 **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

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

| | |
|---|------------------------|
| 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability | Cluster and individual |
| 5. Teaching Quality Enhancement Opportunities | |
| 5.1. Internal Quality Evaluation | Cluster |
| 5.2. External Quality Evaluation | Cluster |
| 5.3. Programme Monitoring and Periodic Review | Cluster |

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

This analysis provides a formal evaluation of the compliance of six educational programs offered by Caucasus University in Tbilisi, Georgia, with Standard 1.1 – Programme Objectives, as defined by the National Center for Education Quality Enhancement (NCEQE) as per the National Qualification Framework (NQF). The evaluation is based on the Self-Evaluation Report (SER), all additional program and university specific documents, CU website and insights obtained from interviews conducted with university panel members. The evaluation focuses on compliance with Standard 1.1 – Programme Objectives. The assessment considers the clarity, realism, and alignment of the program objectives with the university’s mission, the specific field of study, and local and international labor market trends. The inclusion of internationalization components and adherence to NQF benchmarks vary across programs. For example, the focus on digital competencies and market-specific skills is pronounced in some programs but underdeveloped in others.

The objectives of the Bachelor’s Program in Business Administration (Specializations: Finance, Marketing, Management – Delivered in Georgian) are clearly articulated, aiming to provide students with broad theoretical and practical knowledge in business administration. The program emphasizes key competencies in finance, marketing, and management, aligning with the strategic mission of Caucasus University. However, there are areas where the objectives could be made more specific, particularly in defining the unique contributions of each specialization to societal and labor market needs. While the program reflects the standards set by NQF, its alignment with internationalization trends is less pronounced, warranting a stronger focus on global market demands.

The Bachelor’s program in Business Administration (Specializations: Finance, Marketing, Management – Delivered in English) mirrors the objectives of the Georgian-language version but is tailored to an international audience. The inclusion of English as the medium of instruction enhances its accessibility and positions the program within a global context. However, the objectives lack detailed consideration of how international perspectives are integrated into the curriculum. While the program meets the basic requirements of Standard 1.1, a more explicit alignment with international labor market trends and benchmarks would strengthen its compliance.

The Bachelor's program in Healthcare Management's objectives are well-defined, addressing the specific needs of the healthcare sector in Georgia and the wider region. The emphasis on practical skills, interdisciplinary knowledge, and sectoral competencies aligns well with labor market requirements. However, the objectives could benefit from a clearer articulation of the program's contribution to international healthcare management practices. This would ensure better compliance with both national and international standards.

The objectives of the PhD program are focused on producing highly qualified researchers and academics in the field of marketing. The program aligns closely with the mission of Caucasus University by emphasizing critical analysis, research competencies, and academic integrity. However, the objectives could be improved by explicitly addressing the integration of international academic practices, scientific scholarship and its impact on society, and labor market trends. This would enhance the program's relevance and global appeal.

The Bachelor's program in Public Administration aims to develop specialists equipped with the knowledge and skills required for effective public governance. The objectives align with the strategic priorities of Georgia's public administration reform strategy. Nonetheless, the program objectives lack sufficient emphasis on the role of digital governance and internationalization. Including these elements would ensure better alignment with contemporary labor market and societal demands.

The objectives of the Master's program in Educational Leadership and Management are comprehensive and address critical leadership and management competencies in the education sector. The inclusion of research components and practical skills development aligns well with the program's goals. However, the objectives could further emphasize internationalization and the preparation of graduates for global educational challenges. This adjustment would strengthen the program's compliance with Standard 1.1.

Program Specific Analysis

The following section provides program specific analysis for standard 1.1.

Description and Analysis - Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

This evaluation critically examines the Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) offered by CU. The assessment is conducted in line with Standard 1.1 focusing on the program's objectives, alignment with labor market demands, and adherence to sectoral benchmarks.

The program's objectives are clearly stated and reflect a comprehensive approach to developing graduates with both theoretical and practical skills in business administration. Objectives emphasize functional areas such as finance, marketing, and management, and aim to prepare students for local and international labor markets. However, phrasing such as 'morally perfect' requires clarification to ensure measurable outcomes. The program aligns with the strategic mission of Caucasus University by fostering competitive, ethically conscious graduates for the labor market. Its objectives are consistent with the broader mission of equipping students with critical thinking and managerial skills tailored to the demands of business administration.

The program demonstrates responsiveness to labor market needs in Georgia and neighboring countries. It incorporates relevant business administration skills, but further integration of international benchmarks and labor market trends is recommended to enhance global

competitiveness. The program defines objectives that encompass essential knowledge and skills in finance, marketing, and management. These outcomes are supported by robust course structures, although alignment with evolving technological trends in business should be emphasized. The program contributes to societal development by preparing graduates to engage ethically and professionally in the business sector. Its objectives reflect a commitment to fostering leadership and entrepreneurial capabilities, addressing both private and public sector needs. The inclusion of English modules and international educational standards reflects the program's focus on accessibility and global relevance. However, further collaboration with international institutions could strengthen the program's appeal and effectiveness.

However, certain objectives require refinement to explicitly address the societal impact and to align more closely with emerging global benchmarks in business education. For example, objective 4 – “To offer the program matching educational business programs of international universities, which helps him/her to deepen the knowledge in high educational institutions of Georgia and abroad.” The international universities is open / vague and could be of any standard, this may not be an effective benchmarking. Same goes for objective 5 – “To establish world vision and values, which makes him/her a competitive, high qualified, morally perfect person, loyal to the universal ideals, ethically responsible and with high public self-consciousness.” Terminologies such as world-vision should be elaborated in terms of what type of world vision and values.

Description and Analysis - Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

The program objectives are well-articulated and aligned with the institutional mission and labor market demands for the Bachelor's program in Business Administration (Specializations: Finance, Marketing, Management) delivered in English. The program aims to develop theoretical and practical knowledge in business administration with a focus on finance, marketing, and management very similar to the comparable program taught in Georgian language. The objectives are realistic, covering functional areas such as accounting, audit, and entrepreneurship. However, some objectives, such as establishing 'world vision and values,' are vaguely defined and could benefit from clearer articulation. The alignment with international labor market trends and sectoral benchmarks is evident, but further integration of contemporary global business challenges, such as digital transformation and latest advanced technologies /tools is recommended to be included in the program objectives.

In general, the program complies with Standard 1.1 by defining clear learning outcomes that reflect knowledge, skills, and competencies. The inclusion of modern communication technologies and emphasis on social responsibility are commendable. The program aligns with local labor market needs, as indicated by its strong focus on practical skills and entrepreneurial activity. Internationalization efforts, such as the delivery of courses in English, further enhance its accessibility.

However, similarly to the Georgian taught BBA programs, certain objectives require refinement to explicitly address the societal impact and to align more closely with emerging global benchmarks in business education. For example, objective 4 – “To offer the program matching educational business programs of international universities, which helps him/her to deepen the knowledge in high educational institutions of Georgia and abroad.” The international universities is open / vague and could be of any standard, this may not be an effective benchmarking. Same goes for objective 5 – “To establish world vision and values, which makes him/her a competitive, high qualified, morally perfect person, loyal to the universal ideals, ethically

responsible and with high public self-consciousness.” Terminologies such as world-vision should be elaborated in terms of what type of world vision and values.

Description and Analysis - Programme 3 (Healthcare Management, BA, VI)

This analysis provides a comprehensive evaluation of the Bachelor’s program in Healthcare Management offered by CU. The assessment is based on the SER provided by the university and insights from accreditation interviews. The evaluation aims to determine the program’s compliance with Standard 1.1, which requires clearly defined, achievable, and realistic program objectives aligned with the institution’s mission and labor market demands.

The objectives of the Healthcare Management program are articulated with clarity and detail. They aim to prepare graduates for local and international labor markets by equipping them with modern knowledge and sectoral competencies. The emphasis on healthcare administration principles, innovative approaches, and transferable skills reflects the program’s focus on practical applicability and long-term career success. The objectives are realistic and align with the program’s structure, which includes a balanced mix of mandatory, elective, and research components.

The objectives align with Caucasus University’s mission to develop competitive specialists and contribute to societal and sectoral development. The integration of competencies such as strategic management, financial analysis, and healthcare marketing ensures relevance to both local and international labor markets. References to WHO recommendations and Georgian healthcare reforms further demonstrate alignment with contemporary sectoral benchmarks.

While the objectives are generally clear, some aspects could benefit from further specificity. For instance, the aim to ‘strengthen the efficiency of the healthcare system’ could be elaborated to outline measurable outcomes or specific benchmarks. Similarly, the description of transferable skills could include more examples of their application in healthcare contexts. In general, they are good enough to fulfil these standard requirements. The program objectives define the expected knowledge, skills, and competences in detail. These include management concepts, financial decision-making, and healthcare marketing mechanisms, all tailored to the healthcare sector. The alignment with internationalization goals and accessibility considerations generally meets the requirements of Standard 1.1.

The objectives highlight the program’s contribution to societal well-being by focusing on innovative approaches, efficiency, and improved healthcare outcomes. The integration of ethical and social responsibility values further strengthens this alignment. The program demonstrates compliance with sectoral benchmarks by incorporating elements such as strategic management, governance, and quality assurance. However, a more explicit reference to specific NQF benchmarks for this program would enhance transparency and accountability. The Bachelor’s Program in Healthcare Management at Caucasus University demonstrates a strong commitment to meeting the requirements of Standard 1.1. The program objectives are well-defined and align with institutional, societal, and labor market needs. By addressing the identified recommendations, the program can further enhance its compliance and impact.

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

This evaluation critically analyzes the PhD Program in Marketing offered by Caucasus University (CU) focusing on compliance with Standard 1.1 – Programme Objectives, as defined by the accreditation standards. The assessment is based on the provided SER, program documents and insights from interviews with university panel members.

The program objectives are clearly articulated and aim to prepare students as proficient researchers and academics in the area of marketing. The stated goals reflect a balance of knowledge, skills, and ethical standards, focusing on research competencies, critical analysis, teaching proficiency, and international integration. These objectives are realistic and achievable within the structured 3 – 5 year program duration.

The objectives comprehensively outline the expected outcomes for graduates, emphasizing advanced knowledge of consumer behavior, digital marketing, and branding strategy. The emphasis on both quantitative and qualitative research methodologies ensures a well-rounded skillset, suitable for the evolving marketing landscape. The objectives align with Caucasus University's mission to integrate regional and international perspectives in education. The inclusion of ethical academic practices and international integration reflects CU's strategic vision for global engagement and academic excellence. The program emphasizes international integration and accessibility, with courses conducted in English and requirements for peer-reviewed publications in internationally indexed journals. The program addresses local labor market demands by focusing on consumer behavior and digital marketing. However, further clarity is needed on how these objectives align with specific international benchmarks in Business Administration, as required by NQF.

While the objectives are robust, certain areas lack specificity: for example, the implementation strategies for ensuring academic integrity could be elaborated. Specific mechanisms to enhance global networking and participation should be outline in a more transparent way. The program effectively defines the knowledge, skills, and competencies to be developed, with a strong focus on research rigor, critical analysis, and pedagogical excellence. The PhD Program in Marketing at Caucasus University demonstrates strong compliance with Standard 1.1 – Programme Objectives. The program's focus on research excellence, critical thinking, and ethical academic practices is commendable. However, further enhancements in specificity, sectoral benchmark alignment, and internationalization efforts are suggested to fully realize the program's potential.

Description and Analysis - Programme 5 (Public Administration, BA, VI)

The following evaluation examines the Bachelor's Program in Public Administration at Caucasus University to assess compliance with Standard 1.1. This analysis evaluates the clarity, realism, and alignment of the program's objectives with the university's mission, labor market demands, and sectoral benchmarks. The program objectives are well-articulated and reflect the institution's emphasis on preparing public administration specialists with a thorough understanding of modern governance principles, democratic values, and digital technologies. The objectives are realistic, achievable, and clearly outline the desired competencies in knowledge, skills, and values.

The program aligns effectively with the mission of Caucasus University to train competitive specialists with strong moral foundations and democratic values. The objectives emphasize public administration theories, governance practices, and the application of European and international standards, showcasing coherence with the university's strategic focus. The program objectives demonstrate strong alignment with labor market needs by emphasizing competencies in policy analysis, public finance management, and strategic planning. This ensures graduates are prepared for diverse roles in public, private, and non-governmental sectors. However, the incorporation of digital governance tools and internationalization could be expanded further to reflect evolving global trends.

While the program objectives are mostly clear, terms such as 'relevant practical activities' and 'tools for implementing the governance process' could benefit from more specific elaboration. For instance, specifying the types of governance tools and practical applications would strengthen the clarity and focus of the objectives. The program clearly defines the knowledge (e.g., theories of public administration, economic policies) and skills (e.g., research, problem-solving, teamwork) to be developed in graduates. These align with NQF requirements and address both academic and professional competencies. The program contributes to societal development by emphasizing democratic governance, ethical decision-making, and policy analysis. It also addresses field-specific needs through its focus on effective management of public resources and legal frameworks.

The program aligns well with sectoral benchmarks by integrating public finance management, strategic planning, and effective management principles. Nevertheless, greater emphasis on global governance trends and cross-border collaborations would strengthen compliance further. The Bachelor's Program in Public Administration at Caucasus University demonstrates strong compliance with Standard 1.1, effectively addressing the knowledge, skills, and competences required by NQF. With minor refinements, the program could enhance its clarity, international reach, and alignment with emerging governance trends.

Description and Analysis - Programme 6 (Educational Leadership and Management, MA, VII)

This evaluation assesses the compliance of the Master's Program in Educational Leadership and Management at Caucasus University with Standard 1.1 – Programme Objectives. The analysis draws upon the information provided in the SER, program documents, and insights gained from accreditation interviews conducted with university panel members. The evaluation provides a critical analysis of the program's objectives, evaluates compliance with Standard 1.1, and offers actionable advice for improvement. The panel evaluates the clarity, realism, and achievability of the program's objectives, their alignment with the field of study, and the university's mission and strategy. Additionally, it assesses how well the objectives meet labor market demands and sectoral benchmarks.

The objectives of the program are not well-articulated, lack emphasizing the development of leadership, strategic thinking, and ethical values in specific or precisely in education management. The alignment with sustainable development challenges and internationalization policies reflects clarity and realism. However, some objectives, such as fostering transformational leadership, could benefit from clearer performance indicators and examples of practical application. The program aligns generally with the university's mission to promote education as a public good. The emphasis on democratic management, inclusion, and resource optimization is particularly commendable.

The program objectives reflect an understanding of labor market demands, particularly in fostering strategic management and communication skills. To better align with international labor market trends, incorporating case studies from diverse global educational systems could provide additional relevance. Regarding, program's compliance with Standard 1.1, the program objectives align with the standard but it could benefit from defining clear knowledge and competencies in strategic thinking, resource management, and ethical leadership. The focus on inclusivity and democratic development positions the program to contribute significantly to societal advancement. However, greater emphasis on international accessibility, such as multilingual course offerings, could enhance its global relevance. The Master's Program in Educational Leadership and Management at Caucasus University demonstrates a strong commitment to developing strategic, ethical, and innovative education leaders. For example,

some of the objective such as “they are change leaders, lead transformational processes and development plans of educational organizations/institutions, develop educational programs and projects taking into account the challenges of sustainable development and the local economic, social, cultural, political or legal context and international trends, based on objective evidence” and “Create a democratic and inclusive management system, establish a positive organizational culture and high standards of accountability, take care of the continuous development of the organization and society using effective communication” may be difficult to measure in some cases. It is suggested to revise these to make them better to deliver a promising program in Education.

Evidences/Indicators

Program 1- Bachelor’s Program in Business Administration (Specializations: Finance, Marketing, Management)

- Program goals;
- Educational program;
- Mission, goals and strategic planning document of Caucasus University and Caucasus Business School;
- Labor market analysis;
- Business school internationalization strategy;
- Website.

Program 2- Bachelor’s Program in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English)

- Program goals;
- Educational program;
- Mission, goals and strategic planning document of Caucasus University and Caucasus Business School;
- Labor market analysis;
- Business school internationalization strategy;
- Website <https://www.cu.edu.ge/en>.

Program 3 – Bachelor’s program in Healthcare Management

- Educational program/ curriculum;
- Mission, goals and strategic planning document of Caucasus University and Caucasus Business School;
- Analysis of the labor market and employers' requirements.

Program 4 – PhD programme in Marketing

- Educational program/ curriculum
- mission, goals and strategic planning document of Caucasus University and Caucasus School of Business;

Program 5 - Bachelor’s Program in Public Administration

- Mission of Caucasus University;
- Statute of Caucasus University;
- Statute of the Caucasus School of Public Governance;
- Bachelor’s educational program and syllabi;
- Caucasus University Website <https://www.cu.edu.ge/en>.

Program 6 - Master’s Program in Educational Leadership and Management

- Statute of Caucasus University;
- Statute of the Caucasus Education School;
- Order of the President of the Caucasus University on the approval of the master's educational program of the Education Leadership and Management of the Caucasus Education School;
- Order of the President of the Caucasus University on the approval of the leaders of the Master's Educational Program of Education Leadership and Management of the Caucasus Education School;
- Educational leadership and management curriculum and syllabus;
- labor market analysis;
- University website <https://www.cu.edu.ge/en>.

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: None

General suggestions of the cluster:

It is suggested to strengthen the focus on internationalization by integrating global perspectives into the curriculum objectives.

It is suggested to align program objectives more explicitly with labor market trends and sectoral benchmarks, ensuring relevance to both local and international contexts.

It is suggested to address vague or generic objectives by providing specific, measurable outcomes that reflect the expected knowledge, skills, and competencies of graduates.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s):

It is recommended to clarify and operationalize vague objectives such as 'morally perfect' to ensure measurable outcomes. See specific details for objective 4 and 5 under description.

Suggestion(s):

It is suggested to strengthen alignment with global business trends by incorporating advanced technologies and international case studies.

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s):

It is recommended to define vague objectives more precisely, ensuring they are measurable and aligned with contemporary global trends in business education. For example, see recommendation for objective 4 and 5 in the description.

Suggestion(s):

It is suggested to incorporate additional content on digital transformation and its impact on finance, marketing, and management to enhance the relevance of the program.

It is suggested to strengthen the alignment of program objectives further with international benchmarks, particularly focusing on sustainability and ethical business practices to integrate with both local and global market trends.

Programme 3 (Healthcare Management, BA, VI)**Recommendation(s): None****Suggestion(s):**

It is suggested to improve the specificity in program objectives by defining measurable outcomes for goals related to healthcare system efficiency and transferable skills.

Programme 4 (Marketing, PhD, VIII)**Recommendation(s): None****Suggestion(s):**

It is suggested to introduce more structured support for international students, such as orientation programs or tailored academic resources.

It is suggested to expand efforts to publish in high-impact international journals beyond the required minimum.

Programme 5 (Public Administration, BA, VI)**Recommendation(s): None****Suggestion(s):**

It is suggested to elaborate on practical governance activities and specific tools to provide clearer guidance to stakeholders especially program students.

It is suggested to develop exchange programs specifically tailored for public administration students.

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s):

It is suggested to clarify and operationalize vague objectives as per the description provided under program analysis to make them specific, realistic and measurable.

It is suggested to introduce case studies and examples from global education systems to strengthen the program's international appeal.

Evaluation ⁶

| Component 1.1 - Programme Objectives | Complies with requirements | Substantially complies the requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|---|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.2 Programme Learning Outcomes

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

This analysis presents a comprehensive evaluation of the cluster programs offered by Caucasus University assessing their compliance with Standard 1.2 – Program Learning Outcomes. The analysis is based on the SER, program specific documents and interviews conducted with university panel members during the site visit. The evaluation focuses on six programs, highlighting their strengths, gaps, and alignment with accreditation standards. The analysis reveals that Caucasus University has made good progress in aligning the presented cluster programs with the accreditation standards requirements. All six programs exhibit clear program objectives and learning outcomes that are consistent with their respective fields of study. Collaboration with stakeholders is evident in the design and implementation processes. However, specific areas of improvement, such as ensuring measurable learning outcomes and enhancing alignment with labor market demands, have been identified. The focus is to ensure alignment

⁶ Evaluation is performed for each programme separately.

with the accreditation's standards while identifying areas for improvement and highlighting strengths.

Caucasus University offers a cluster of six programs, spanning bachelor's, master's, and doctoral levels, which reflect the institution's commitment to academic quality and alignment with national and international standards. The programs exhibit a clear focus on fostering competitive and ethically grounded professionals, with well-defined objectives and program learning outcomes. This evaluation assesses the extent to which the program learning outcomes meet the accreditation requirements.

The BBA program offered in Georgian language demonstrates clear alignment with the field-specific requirements and appropriate qualification levels. Its objectives and learning outcomes are logically structured to ensure graduates acquire relevant knowledge, skills, and autonomy suitable for their field. Certain elements, such as measurable benchmarks and alignment with current labor market trends, require some further enhancement. For example, while the program addresses core competencies, it occasionally lacks specificity in demonstrating how these align with sectoral benchmarks and employability metrics.

The Bachelor's Program in Healthcare Management program demonstrates clear alignment with the field-specific requirements and appropriate qualification levels. Its objectives and learning outcomes are logically structured to ensure graduates acquire relevant knowledge, skills, and autonomy suitable for their field. Similarly, the PhD in Marketing program demonstrates good alignment with the field-specific requirements. Its objectives and learning outcomes are logically structured to ensure graduates acquire relevant knowledge, skills, and autonomy suitable for the marketing field.

The Bachelor's in Public Administration and Master's in Educational Leadership and Management programs also demonstrate decent alignment with the field-specific requirements and appropriate qualification levels. The program learning outcomes are logically structured to ensure graduates acquire relevant knowledge, skills, and autonomy suitable for the public administration and education fields respectively.

Most of the programs integrate innovative approaches, such as practical components and research-driven methodologies, fostering a holistic learning environment. These practices significantly contribute to student success.

Program Specific analysis

Description and Analysis - Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

This evaluation examines the Bachelor's Program in Business Administration at Caucasus University, specifically its compliance with Standard 1.2 requirements. The assessment focuses on whether the program's learning outcomes align with institutional objectives, national qualifications, field-specific demands, and stakeholder expectations. The program learning outcomes effectively align with the stated objectives, which emphasize both theoretical and practical skills in business administration across Finance, Marketing, and Management specializations. The outcomes, such as the ability to describe key theories, models, and approaches in the field and apply them practically in organizational settings, are consistent with

sector-specific requirements. Additionally, the program addresses leadership and teamwork, important competencies in both academic and professional settings.

The learning outcomes demonstrate a balanced approach to knowledge acquisition, analytical capability, and ethical responsibility. For instance, outcomes like PLO 5 emphasize self-directed learning and professional development, while others address the application of modern communication tools and information technologies to business settings. These outcomes are realistic and measurable, reflecting the broader aims of preparing graduates for local and international markets.

The program's alignment with the National Qualification Framework ensures consistency with sectoral benchmarks. However, while the outcomes are tailored to meet qualifications outlined in the NQF, more explicit integration of international standards could enhance the program's global competitiveness. Additionally, stakeholder involvement, though outlined as a collaborative aspect, could benefit from more structured mechanisms for input, such as advisory boards or focus groups.

One area for improvement is the alignment of learning outcomes with specific labor market trends and emerging competencies. While the program addresses general market needs, incorporating themes like sustainability and digital innovation could further strengthen its relevance. Similarly, some qualitative outcomes, such as the development of 'morally perfect specialists,' lack concrete assessment metrics and could benefit from clearer performance indicators.

In conclusion, the Bachelor's Program in Business Administration at Caucasus University demonstrates substantial compliance with Standard 1.2 requirements. With refinements in stakeholder collaboration, outcome measurability, and market alignment, the program can solidify its accreditation compliance and enhance its relevance to evolving professional landscapes.

Description and Analysis - Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

This analysis presents a comprehensive evaluation of the Bachelor's Program in Business Administration offered in English language. The Bachelor's Program in Business Administration at CU offers specializations in Finance, Marketing, and Management. It is designed to equip students with comprehensive theoretical and practical knowledge in business administration, preparing them for diverse career opportunities. This evaluation examines whether the program's learning outcomes align with the outlined criteria in Standard 1.2.

The program learning outcomes demonstrate substantial alignment with the program's objectives and field-specific requirements. The outcomes clearly articulate the knowledge, skills, and autonomy students are expected to gain upon completing the program.

The learning outcomes align with the program's objectives, addressing both foundational and functional aspects of business administration, such as finance, marketing, and management. They cover essential competencies, including analytical thinking, ethical awareness, teamwork, and leadership, ensuring alignment with labor market demands. The outcomes are measurable, achievable, and realistic, reflecting the appropriate qualification level and sectoral benchmarks. PLO objectives reflect on CU's mission. Stakeholder collaboration is evident in the program's design, as input from academic staff, employers, and students has been incorporated. The

outcomes promote continued education opportunities, ensuring graduates are prepared for Master's degree programs.

While the learning outcomes are broadly consistent with labor market demands, greater emphasis could be placed on emerging fields, such as digital transformation and sustainability comparable to the Georgian taught program. The integration of stakeholder feedback could be further formalized and documented to enhance transparency and accountability. Clearer metrics for evaluating the achievement of learning outcomes, particularly in soft skills like ethical leadership, would strengthen the program.

In general, the BBA program demonstrates a strong alignment with the standard 1.2. The program effectively equips students with the requisite knowledge, skills, and competencies for academic and professional success. With the suggested improvements, the program can further enhance its alignment with evolving educational and industry standards.

Description and Analysis - Programme 3 (Healthcare Management, BA, VI)

This evaluation provides a comprehensive assessment of the Bachelor's Program in Healthcare Management offered by CU, assessing its compliance with Standard 1.2. The evaluation focuses on the alignment of the program's learning outcomes with the requirements of the National Qualification Framework (NQF) and its relevance to the labor market and further educational opportunities.

The program learning outcomes align effectively with the stated objectives and field-specific requirements. They provide a comprehensive framework for knowledge acquisition, skill development, and fostering autonomy and responsibility among students. The outcomes correspond directly to the program's aims, covering essential knowledge, skills, and responsibilities, and they are achievable, measurable, and realistic within the three-year program structure.

The outcomes are consistent with the qualification level described in the NQF and correspond to sectoral benchmarks. They reflect the detailed field descriptors for Healthcare Management, aligning with international and Georgian labor market demands. For instance, the emphasis on strategic management, financial accounting, quality of medical services, and project management ensures graduates are well-equipped for professional roles in the sector.

However, there are some gaps in ensuring that the program systematically incorporates stakeholder feedback in the continuous development of learning outcomes. While the program broadly aligns with employment demands, further emphasis on emerging trends such as digital health technologies and global health systems could enhance its appeal and relevance. Additionally, greater involvement of students, graduates, and employers in refining learning outcomes would ensure they remain responsive to labor market shifts.

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

The PhD program in Marketing at CU is designed to prepare skilled researchers, educators, and leaders in the area of marketing, with a strong emphasis on consumer behavior, digital marketing, and branding strategies. This evaluation assesses its compliance with Standard 1.2 program accreditation framework, focusing on program learning outcomes. The program's learning outcomes are well-aligned with its stated objectives and the field-specific requirements of

marketing. They emphasize critical evaluation of advanced theories, independent scientific research, and practical applications in addressing complex marketing problems. The inclusion of consumer behavior, digital marketing, and branding strategies aligns with contemporary trends and labor market needs, ensuring relevance to both academic and professional contexts. The focus on ethical academic practices and international integration further strengthens the program's alignment with global standards and market demands.

The program effectively delineates the knowledge, skills, and autonomy expected of its graduates. Graduates are expected to critically evaluate and integrate advanced marketing theories and research. They should be able to independently design and execute research using qualitative and quantitative methodologies. Additionally, are able to formulate innovative solutions to complex marketing challenges and exhibit ethical conduct and academic integrity in their scholarly activities.

These outcomes are realistic and measurable through defined research outputs, such as publishing in peer-reviewed journals and presenting at conferences. They are consistent with the appropriate level of qualification (doctoral) and aligned with sectoral benchmarks, ensuring that graduates are prepared for advanced roles in academia and industry.

The program outcomes align with the NQF in Georgia, reflecting the detailed field descriptors and qualification levels. The program addresses labor market demands by preparing graduates for roles in educational institutions, research centers, and top management positions. The alignment of outcomes with the needs of employers and the potential for graduates to pursue further education demonstrates compliance with Standard 1.2.

Despite its strengths, certain areas could benefit from further refinement, for example, the evaluation does not discuss the consistency of learning outcomes across clustered educational programs, which is an important consideration for programs within the same academic unit. In general, the PhD in Marketing at CU demonstrates significant strengths in aligning with Standard 1.2, preparing graduates to address complex marketing challenges with ethical and innovative approaches.

Description and Analysis - Programme 5 (Public Administration, BA, VI)

This evaluation assesses the Bachelor's Program in Public Administration offered by CU, focusing on the alignment of its program learning outcomes with Standard 1.2 requirements. The analysis is based on the program description, SER and information acquired during the panel interviews.

The learning outcomes of the program are well-articulated, covering knowledge, skills, and autonomy/responsibility that align with the overarching program objectives and field-specific requirements. The program aims to equip students with a robust understanding of public administration principles, theories, and models, as well as practical skills in governance, policy analysis, and organizational management. The focus on ethical considerations, democratic values, and human rights further strengthens the alignment with the principles of good governance and public service.

The PLOs correspond effectively to the aims of the program, encapsulating the essential knowledge, skills, and responsibilities envisaged by the program focus. They are measurable and achievable within the program's structure, as demonstrated by the inclusion of well-defined

course modules, research components, and skill-building opportunities. Moreover, the program's alignment with the National Qualifications Framework ensures consistency with the appropriate level of qualification, detailed field descriptors, and the Bachelor of Public Administration degree to be awarded.

The program is also designed to meet labor market demands, enabling graduates to transition seamlessly into public service, non-governmental organizations, and the private sector, as well as pursue further education at the master's level. The inclusion of courses taught in English, such as the "World Economy," enhances internationalization and employability prospects. However, a more explicit alignment of learning outcomes with sectoral benchmarks, if available, could further strengthen compliance with Standard 1.2.

Stakeholder involvement in developing the learning outcomes is evident through the program's comprehensive structure and its emphasis on academic quality. However, the documentation does not provide explicit evidence of active collaboration with all key stakeholders, such as employers or alumni, in designing the learning outcomes. Strengthening this collaborative process could enhance the relevance and responsiveness of the program to labor market trends.

The alignment of learning outcomes across different educational levels appears consistent, with opportunities for students to build on their undergraduate competencies in advanced degree programs. However, the program could benefit from clearer documentation on how these outcomes align with field-specific sectoral benchmarks, particularly in areas like digital governance and advanced public policy tools.

Description and Analysis - Programme 6 (Educational Leadership and Management, MA, VII)

This analysis evaluates the Master's Program in Educational Leadership and Management offered by CU's School of Education against Standard 1.2. The focus is on assessing whether the program's learning outcomes align with the program's objectives, meet field-specific requirements, and comply with the National Qualification Framework (NQF). The evaluation considers the program's alignment with educational and labor market demands, stakeholder involvement, and the adequacy of measurable, achievable outcomes.

The program demonstrates a clear alignment between its objectives and the program learning outcomes. The PLOs show a good alignment with Program Objectives and Field-Specific Requirements. The program is designed to equip graduates with competencies in leadership and management of educational organizations, ensuring alignment with the strategic vision of Caucasus University and contemporary challenges in education. Learning outcomes are structured to ensure knowledge of leadership theories, strategic decision-making, and resource management, tailored to both preschool/general education and professional/higher education concentrations.

PLOs emphasize strategic and operational vision development, effective resource utilization, and human resource management within educational settings. This is consistent with the program's goal to foster leaders adept in transformational processes and inclusive management practices. The PLOs are specific and measurable, with clear performance indicators such as the ability to describe and apply leadership theories, evaluate educational programs, and manage financial

resources effectively. The program's structure ensures that these outcomes are realistic and attainable within the 120 ECTS credit framework.

The program learning outcomes align with the qualification level expected of a Master's program, incorporating both advanced theoretical knowledge and practical application. They adhere to the field descriptors outlined by the NQF and sectoral benchmarks. Graduates are prepared for roles in public and private educational sectors, with the opportunity to pursue doctoral studies. The program incorporates labor market demands by developing competencies in strategic leadership, resource management, and quality assurance.

The program development process reflects collaboration among academic staff, students, and external stakeholders. However, there is limited evidence of employer or alumni input in shaping specific learning outcomes. The program ensures vertical consistency between Master's level learning outcomes and the potential progression to doctoral studies, adhering to the relevant cycle's complexity. Learning outcomes are effectively communicated to students and faculty through course materials, ensuring transparency and alignment with program goals.

Despite the program's strengths, the evaluation highlights the following areas for improvement. Although the program includes practical skill development through research and thesis components, expanding internships or fieldwork opportunities could further enhance graduates' readiness for employment.

The Master's Program in Educational Leadership and Management demonstrates substantial compliance with standard 1.2 requirements. Its alignment with program objectives, comprehensive coverage of relevant competencies, and adherence to qualification frameworks position it as a strong candidate for accreditation.

Evidences/Indicators

Program 1- Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management)

- Program goals;
- Program learning outcomes;
- Educational program;
- Map of program goals and learning outcomes;
- Curriculum map;
- Learning Outcome Evaluation Mechanism;
- Labor market analysis;
- Panel Interview results;
- University Website <https://www.cu.edu.ge/en>;
- Survey forms for students, graduates, employers, academic and visiting staff.

Program 2- Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English)

- Program goals;
- Program learning outcomes;
- Educational program;
- Map of program goals and learning outcomes;
- Curriculum map;
- Learning Outcome Evaluation Mechanism;

- Labor market analysis;
- University Website <https://www.cu.edu.ge/en>;
- Survey forms for students, graduates, employers, academic and visiting staff.

Program 3 – Bachelor’s program in Healthcare Management

- Educational program/curriculum;
- Analysis of the labor market and employers' requirements;
- Panel Interview results;
- Graduate employment rate.

Program 4 – PhD programme in Marketing

- Educational program/curriculum;
- Analysis of the labor market and employers' requirements;
- Graduate employment rate.

Program 5 - Bachelor’s Program in Public Administration

- Goals of the program;
- Learning outcomes of the program;
- Educational program;
- Map of program goals and learning outcomes;
- Mechanism for evaluating learning outcomes;
- Panel Interview results;
- Labor market analysis.

Program 6 - Master’s Program in Educational Leadership and Management

- "Educational program of educational leadership and management", approved by the order of the president of the Caucasus University;
- goals of the program;
- learning outcomes of the program;
- Map of program goals and learning outcomes;
- Mechanism for evaluating learning outcomes;
- Labor market analysis;
- Panel Interview results;
- University website <https://www.cu.edu.ge/en>.

General recommendations of the cluster: None

General suggestions of the cluster:

Expand engagement with industry partners to align the curriculum with emerging trends and employment demands.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s):

It is suggested to incorporate themes like sustainability and digital innovation to further strengthen its relevance.

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s):

It is suggested to introduce additional learning outcomes focusing on contemporary challenges in business, such as digital innovation and sustainability.

It is suggested to strengthen stakeholder engagement processes by establishing regular feedback cycles involving employers, graduates, and students.

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s):

It is suggested to implement structured mechanisms for stakeholder engagement in curriculum updates and incorporating specialized modules on digital healthcare innovations.

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s):

While the outcomes are generally measurable, it is suggested to develop a detailed rubric or framework for assessment that could enhance clarity and ensure uniform application.

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s):

It is suggested to enhance stakeholder engagement by establishing formal mechanisms to involve a broader range of stakeholders, such as alumni and employers, in the development and periodic review of learning outcomes.

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s):

It is suggested to incorporate structured internships or real-world projects in collaboration with educational institutions to enhance practical application skills.

Evaluation

| Component 1.2 Programme Learning Outcomes | Complies with requirements | Substantially complies the requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|---|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | X | <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.

Caucasus University has established a comprehensive and systematic framework for evaluating the learning outcomes of its educational programs, detailed in their "Educational Programme Learning Outcomes Evaluation Mechanisms" document. This framework ensures that the evaluation mechanism aligns with both national and international standards and is effectively integrated into the program's lifecycle.

The university's evaluation process begins with the formation of learning outcomes, which are meticulously planned to incorporate best practices, market demands, and approaches from other higher education institutions. This process is closely aligned with the university's mission and strategic development goals, ensuring a direct link between the learning outcomes and the broader objectives of the institution. The outcomes are defined through three core competencies: Knowledge and understanding, Skill, and Responsibility and Autonomy. This alignment guarantees that the learning outcomes reflect the complexity of the program level and adhere to the descriptors of the National Qualifications Framework.

During implementation, the university monitors the program's progress by analyzing student performance, academic staff success, and stakeholder involvement. The curriculum is continually assessed to ensure it provides the necessary opportunities for students to achieve learning outcomes. A curriculum map is employed, showing the alignment between learning outcomes

and mandatory courses. This ensures that the program content supports the desired outcomes and adapts to any emerging changes in the field.

The evaluation of learning outcomes involves both direct and indirect assessment methods. Direct methods include examination results, which are broken down into components like quizzes, essays, presentations, midterm exams and final assessments to match relevant learning outcomes. The program is considered to have reached the set learning outcome when the mean total of all the study courses grouped according to a common criterium/criteria is not less than 80%. However existing valuation does not provide evidence when some components (course final exam, midterm exam, etc) are all valued at high degree. For example, all students are getting A grade for some course or its components. The evaluation system should notify when grades are skewed and has no Gauss (normal) distribution pattern for some courses to find out the problems with the course.

Stakeholder engagement is a crucial aspect of the evaluation process. External stakeholders, including employers and alumni, are actively involved in assessing learning outcomes through feedback and surveys. Academic and visiting staff receive ongoing support and training to enhance their skills in evaluating learning outcomes, contributing to the program's effectiveness. The university provides detailed information on evaluation results to stakeholders, ensuring that the process is transparent and inclusive.

Caucasus University's evaluation mechanism is well-aligned with the criteria for assessing program learning outcomes. The framework ensures that learning outcomes are defined, analyzed, and measured effectively through both direct and indirect methods. The involvement of external stakeholders, the use of benchmarks, and the commitment to continuous improvement underscore the university's dedication to maintaining high standards and meeting the needs of the labor market. The program's adaptability and responsiveness to evaluation results reflect a robust approach to achieving and exceeding educational goals.

Evidences/Indicators

- Programs' Description
- Serf Evaluation Report
- external assessment reports from: Grenoble Ecole de Management and Leeds University Business School
- QA Evaluations reports
- Interview with stakeholders

General recommendations of the cluster: None

General suggestions of the cluster:

To improve the results of learning outcomes, the evaluation system should be adjusted to ensure that grades for each component of course valuations are normally distributed (Gauss distribution) and aren't skewed to any ends of the grading scale.

Recommendations and Suggestions according to the programmes: None

Evaluation

| Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <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.

HEI has established procedures for the development, revision, and termination of educational programs, which were approved by the President of Caucasus University, order #07/01-27, 2019/09/14. In accordance with these procedures, six programs have been developed:

Programme 1 - Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Programme 3 (Healthcare Management, BA, VI)

Programme 4 (Marketing, PhD, VIII)

Programme 5 (Public Administration, BA, VI)

Programme 6 (Educational Leadership and Management, MA, VII)

All educational programs presented by the higher education institution (HEI) are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the learning outcomes of the educational programs and the training courses is depicted in a learning outcomes map. This map illustrates the core areas of study within the courses and their relationship to the program's learning outcomes. Overall, the alignment between the learning outcomes and the courses of study is logically coherent.

The internationalization of the study programme is demonstrated by several key parameters: the HEI offers both Georgian-language and English-language programmes. English-language literature is actively integrated into the educational process of both types of programmes. Additionally, the programmes provide opportunities for both academic staff and students to participate in international exchange schemes. In addition, the university seeks to involve all interested parties in updating the structure and content of the programmes. However new program information should be available on the university website.

Description and Analysis - Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) is a 180-credit program that confers the qualification of Bachelor of Business Administration. The core courses in the major consist of 135 credits, which include fundamental courses in key areas of business (105 credits) and general core courses (30 credits). The university offers three concentrations: Finance, Marketing and Management. Each concentration requires 25 credits for mandatory courses and 5 credits for optional courses.

The program begins with the introductory courses and progressively deepens and reinforces various aspects of the field.

The program provides comprehensive coverage in management through the following courses: Fundamentals of Management, Business Communication, Responsible Management, Organizational Behavior, Operations Management, Leadership, Project Management, Business Plan Development. Marketing is introduced in the course of Basic Marketing. The accounting component is introduced and reinforced through courses including Financial Accounting and Managerial Accounting. Finance is covered by the course Corporate Finances.

Additionally, the program offers courses in principles of Micro and Macro Economics, Precalculus, Calculus, Linear Algebra, Business Statistics, Business Law. Also during the first 4 semesters students learn Professional English Language.

The university's mandatory courses amount to 30 credits, which include Academic Writing, History of Georgia, B1.0 General English Language / B2.0 General English Language, B1 General English Language / B2 General English Language, B2.0 General English Language/ C1.0 General English Language, B2 General English Language/ C1 General English Language, Information Technologies 1, Information Technologies 2, Information Technologies 3. Also

The university also offers 5 credits of optional general courses, spread across 5 course offerings and 10 credit of free courses.

The learning outcome map shows how different mandatory courses reach outcomes of the programs. It shows that even introductory courses reach outcomes with "High" level without gradual increment in the levels. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

Description and Analysis - Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English) is a 180-credit program that confers the qualification of Bachelor of Business Administration. Program is offered in the English language. The core courses in the major consist of 135 credits, which include fundamental courses in key areas of business (105 credits) and general core courses (30 credits). The university offers three concentrations: Finance, Marketing and Management. Each concentration requires 25 credits for mandatory courses and 5 credits for optional courses.

The program begins with the introductory courses and progressively deepens and reinforces various aspects of the field.

The program provides comprehensive coverage in management through the following courses: Fundamentals of Management, Business Communication, Responsible Management, Organizational Behavior, Operations Management, Leadership, Project Management, Business

Plan Development. Marketing is introduced in the course of Basic Marketing. The accounting component is introduced and reinforced through courses including Financial Accounting and Managerial Accounting. Finance is covered by the course Corporate Finances.

Additionally, the program offers courses in principles of Micro and Macro Economics, Precalculus, Calculus, Linear Algebra, Business Statistics, Business Law. Also during the first 4 semesters students learn Professional English Language.

The university's mandatory courses amount to 30 credits, which include Academic Writing, History of Georgia, B2+ General English Language Part 1 /Georgian Language A1, B2+ General English Language Part 2/Georgian Language A2, C1.0 General English Language/ Georgian Language B1.1, C1 General English Language/ Georgian Language B1.2, Information Technologies 1, Information Technologies 2, Information Technologies 3.

The university also offers 5 credits of optional general courses, spread across 5 course offerings and 10 credit of free courses which can be selected from Teaching Courses of other programs/modules.

The learning outcome map shows how different mandatory courses reach outcomes of the programs. It shows that even introductory courses reach outcomes with "High" level without gradual increment in the levels. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

Description and Analysis - Programme 3 (Healthcare Management, BA, VI)

Bachelor's Program in Healthcare Management is a 180-credit program that confers the qualification of Bachelor of Business Administration in Management. The core courses in the major consist of 95 credits, which include fundamental courses in key areas of healthcare management (55 credits) and general core courses (40 credits). Also, the university requires an Educational Research Component which includes Internship (5 credits) and Bachelor Thesis/Project in Healthcare Management (10 credits).

The program begins with the introductory courses and progressively deepens and reinforces various aspects of the field. The program provides comprehensive coverage in healthcare management through the following courses: Fundamentals of Healthcare Management, Fundamentals of Health Policy, Fundamentals of human resource management in healthcare, Fundamentals of health information systems management, Research Methods in Health Care Management. Marketing covered by the following course: Fundamentals of Healthcare Marketing. Finance and Accountancy introduced and expanded with the courses: Basics of financial accounting, Basics of financial management, Fundamentals of risk management and insurance.

Additionally, the program offers courses in Basics of Business Statistics, Fundamentals of Health Economics for Managers.

The mandatory university courses amount to 40 credits, which include Academic writing, Business economics, General English language B2.0, General English language B2, Informational Technologies – 1, Informational Technologies – 2, Critical thinking, History of Georgia, and Calculus.

The university also offers 50 credits of optional general courses, spread across 22 course offerings and 20 credit of free credits. In addition, students can select the additional module of English language and Mathematics which consists of two courses in General English and precalculus course.

The learning outcome map shows how different mandatory courses reach outcomes of the programs. It shows that even introductory courses reach outcomes with "High" level without gradual increment in the levels. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

Doctoral Program in Marketing offered in English language and consists of study components (60 credit) and research component and confers the qualification of PhD of Marketing. Program duration is 3 years (6 semesters) – maximum duration of the program is no more than 5 years. Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 11 core courses (54 credits): Research Methods, Teaching Methods, Research Design, Quantitative Research Methods, Qualitative Research Methods, Multivariate Data Analysis, Teaching Assistantship: Syllabus and Content Development, 2 courses in Teaching- Assistantship and 2 courses in Research Assistantship. In addition, students can choose one of the following seminars (6 credits): Seminar in Consumer Behavior, Seminar on Digital Marketing, Seminar in Branding Strategy. It requires students to participate in scientific conferences in the direction of the dissertation topic. The doctoral student is obliged to publish at least two scientific articles (or to have consent for publication). Among them, one article should be published in a refereed journal. After registering on the research component, PhD students should present a report on the work completed at the end of each semester. Research component finalized by PhD Thesis.

Description and Analysis - Programme 5 (Public Administration, BA, VI)

Bachelor's Program in Public Administration is a 180-credit program that confers the qualification of Bachelor of Public Administration. The courses relevant to the major consist of 145 credits, which include mandatory courses in key areas of public administration (135 credits) and 10 credits of optional courses. The rest of the courses allocated to: 15 credits to general university mandatory courses, 20 credits of English language courses and 10 free credits.

The program begins with the introductory courses and progressively deepens and reinforces various aspects of the field. The program provides comprehensive coverage in management and public administration through the following courses: Fundamentals of management, Introduction to state management, Management of public organizations, Introduction to International Relations, Human resources management in the public sector, Electronic governance, Public policy analysis, Policy planning and coordination in Georgia, Public services management. Accounting and Finance covered by the following course: Public finance management, Basics of state budgeting. Additionally, the program covers administrative law and basics of the politics and human rights with the courses: Fundamentals of law, Human rights and democracy, Constitutional law of Georgia, Administrative law, Social Psychology, Democracy and citizenship, Basics of modern thought, Introduction to Political Science, Political philosophy and ideologies, European Union Institutions and Politics

Additionally, the program offers courses in Introduction to Economics, Methods of statistical analysis, Research methods, and Professional target language. Students are required to write Bachelor's thesis (10 credits).

The free mandatory component consists of General University Courses (15 credits): Information technologies, History of Georgia, academic writing; and English language courses (20 credits): B1.0 General English, B2.0 General English, B1 General English, B2 General English, B2,0 General English, C1.0 General English, B2 General English, C1 General English.

The university also offers 14 elective courses or free credits (10 credits in total).

The learning outcome map shows relations of outcomes and objectives. It is suggested also to develop documents which can show how different courses reach learning outcomes.

Description and Analysis - Programme 6 (Educational Leadership and Management, MA, VII)

Master's Program in Educational Leadership and Management is a 120-credit master program that confers the qualification of Master of Education Management. Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 5 core courses (25 credits): Educational management and inclusive leadership, Modern pedagogy and key competencies of education, Conflict management and formation of non-violent environment, Planning and management of educational projects, Transformational leadership and change management.

Also, the program includes mandatory courses for two specializations:

1) Pre-school and general education management specialization (35 ECTS) which includes the following courses: Cultural foundations of education and managing diversity in schools,

Organizational analysis and strategic planning (preschool and general education), Curriculum management (preschool and general education), Human resources management (preschool and general education), Management of financial and material-technical resources (preschool and general education), Quality management-innovation and development (preschool and general education), Communication and Accountability (Preschool and General Education)

2) Professional and higher education management specialization (35 ECTS) which includes the following courses: Internationalization of higher education and management of university diversity, Organizational analysis and strategic planning (professional and higher education), Management of academic and educational programs (professional and higher education), Human resources management (professional and higher education), Management of financial and material-technical resources (professional and higher education), Quality management (professional and higher education), Marketing and communication (professional and higher education)

Additionally, the program offers a research skills component (15 credits) with the following courses: Introduction to Educational Research, Practice Research Design and Methodology, and Qualitative research design and methodology and statistical analysis.

The students can also choose elective courses (10 credits) from 4 different courses and 5 free credits. The students are required to write a master's thesis with 30 credits.

Evidences/Indicators

- Programs' Description
- Self-Evaluation Report
- Appendices of the Programs
- Interview with stakeholders

General recommendations of the cluster: None

General suggestion of the cluster:

- In order to ensure the publicity and availability of information about programs it is suggested to upload information about programs on the university website.
- The learning outcome map shows how different mandatory courses reach outcomes of the programs. It shows that even introductory courses reach outcomes with "High" level without gradual increment in the levels. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s):

- Given that the program's admission criteria do not explicitly require any foundational or basic knowledge of healthcare, it would be advisable to make Medical Terminology a mandatory course, ideally placed in the first semester, rather than an elective.

Suggestion(s):

- Based on students' feedback it is suggested to add more in-depth knowledge specifically related to healthcare, as they feel the current curriculum places a significant emphasis on business-related subjects.
- For the course 'Fundamentals of Health Information Systems Management' it is advisable to add references for literature that are relevant to the weekly topics. It can simplify tracking the alignment between the course content and the required reading.
- To help students better gauge the expected workload it is suggested to add information about specific chapters from the books for the following courses: "Medical Terminology" and "Safe Environment and Healthcare".
- To align the course "Fundamentals of Strategic Management of Healthcare Organizations" with its healthcare specialization, it is suggested to either adjust the course title to reflect a more general strategy management focus or, if the healthcare-specific content is to remain, to incorporate additional materials, case studies, and other relevant resources to better address the unique challenges and strategies within healthcare organizations

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s):

- The learning outcome map in the program shows relations of outcomes and objectives. It is also preferable to show how different courses reach learning outcomes.

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| Component 1.4 Structure and Content of Educational Programme | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <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.

Overall, the learning outcomes of academic courses are aligned with the program's objectives, and each course's content mostly matches its intended learning goals. The content of each course mostly corresponds to the learning outcomes of the courses. The credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The ratio between contact and independent hours of the courses is adequate and considers the peculiarity of the courses. The number of contacts hours corresponds to the content and learning outcomes of the course.

The study materials indicated in the syllabi ensure the achievement of the learning outcome of the programme. Course syllabuses are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both required and supplementary reading materials.

The valuation system provided in the syllabi shows maximum scores for different types of exams and its components and shows the ranges of scores for partial answers. Interview with stakeholders (students, academic staff and invited lecturers) shows that the valuation system is transparent for students.

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the field of study.

Regardless of the positive valuation should be mentioned some technical mistakes, mistyping, and miscalculations. Suggestions and recommendations are located in the relevant programs.

Description and Analysis - Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

The Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) comprises compulsory and optional courses within the specialty, university-required courses, university-elective courses, and concentration mandatory and elective courses. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 2.5 to 5 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

The Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English) comprises compulsory and optional courses within the specialty, university-required courses, university-elective courses, and concentration mandatory and elective courses. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 2.5 to 5 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 3 (Healthcare Management, BA, VI)

The Bachelor's Program in Healthcare Management comprises compulsory and optional courses within the specialty, university-required courses, and additional modules in English language and mathematics. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 3 to 5 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

PhD Program in Marketing study component comprises compulsory and elective courses and research component which is finalized with PhD Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Information about Thesis requirements and supervision of doctoral students' research provided in the following document: "Caucasus School of Business Statute", "Caucasus University doctorate statute" with appendix 1 and appendix 2, based on order #01/01-56, 2024/09/10.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course ranges from 2 to 6 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 5 (Public Administration, BA, VI)

The Bachelor's Program in Public Administration comprises compulsory and optional courses within the specialty, university courses, and English language courses. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. All courses in the programs are 5 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 6 (Educational Leadership and Management, MA, VII)

The Master's Program in Educational Leadership and Management comprises five mandatory courses, mandatory courses for two concentrations, compulsory research courses, elective courses and Master's Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. All courses of the program are 5 credits and 30 credits for master's thesis. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Evidences/Indicators

- Programs' Description
- Programs' Appendices
- Syllabi
- Interview with stakeholders

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s):

It is recommended to use active verbs in the outcome section of the following syllabus: Banking, Basic of Financial Technologies (Fintech).

Suggestion(s):

In the following course syllabi, it is better to move course descriptions outside of the outcome section of the course: Banking, Innovation Management, Information Technologies 3.

In the Banking course outcomes are too detailed and many. It is suggested to reduce the number of outcomes by combining the same type of outcomes together, and eliminating duplicate outcomes. It can improve the valuation of the course.

The Consumer Experience Management course has 2.5 credit which means that total hours should be 2.5 credit x 25 hours = 62.5 hours instead of 64.5.

In the Business Plan Development course syllabus, it is better to write academic position instead of typing academic degree twice.

In the Financial Markets and Institution syllabi missing part with distribution of hours between different teaching activities.

Should be adjusted to the number of hours in the Digital Marketing and E-commerce course. Currently the number of independent hours is 895.

In the syllabus of the course Project Management mistyped the number of hours below the seminars. It is suggested to delete this additional 2 hours.

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: None Finance, Marketing, Management)**Recommendation(s):**

It is recommended to use active verbs in the outcome section of the following syllabus: Banking, Basic of Financial Technologies (Fintech).

Suggestion(s):

Some suggestion removed

In the following course syllabi, it is better to move course descriptions outside of the outcome section of the course: Banking, Innovation Management, Information Technologies 3.

In the Banking course outcomes are too detailed and many. It is suggested to reduce the number of outcomes by combining the same type of outcomes together, and eliminating duplicate outcomes. It can improve the valuation of the course.

In the Financial Markets and Institution syllabi missing part with distribution of hours between different teaching activities.

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s):

In the course Research Methods in Healthcare Management all skills in the outcome section are written as one outcome. It is better to divide outcomes which can simplify valuation of the course.

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| 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, VI (GEO)) | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Compliance of the programmes with the standards

| 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | X | <input 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.

The higher education institution (HEI) ensures that its programme admission processes are relevant, transparent, fair, public, and easily accessible. The admission preconditions are carefully designed to reflect the characteristics of the program, ensuring that only students with the appropriate knowledge, skills, and competencies are admitted. These preconditions and procedures are aligned with the program's goals, learning outcomes, and level of education, and they contribute to the effective mastery of the program content.

The admission requirements are in full compliance with existing legislation and are logically linked to the program's content, the qualification to be awarded, the level of education, and the language of instruction. The admission process for doctoral programs is managed through a dedicated commission, ensuring transparency and fairness in the selection of candidates.

Furthermore, the HEI defines a clear methodology for planning the student body, taking into account the specific needs of each program and the institution's available resources. This methodology guarantees the smooth administration of the educational process while ensuring that student enrollment is in line with the program's requirements and institutional capabilities.

The admission preconditions are made public, ensuring fairness and accessibility for all prospective students.

**Description and Analysis - Programme 1 (Business Administration, BA, VI (GEO)
(Specializations: Finance, Marketing, Management)**

The admission criteria for the Bachelor's program in Business Administration comply with the relevant regulations. Any Georgian citizen who has completed secondary education is eligible to apply for the program based on their performance in the Unified National Examinations. A key requirement for admission is the successful completion of the English Language exam as a foreign language. In addition, candidates must have taken either mathematics or history as part of their Unified National Examinations. For those who have not participated in the Unified National Examinations, admission will be processed in accordance with the procedures outlined by current legislation. Mobility into the program is allowed, following the procedures established by the relevant laws. This admission process is effectively managed and well-organized, ensuring that all criteria are met in a clear and systematic manner.

**Description and Analysis - Programme 2 (Business Administration, BA, VI (ENG)
(Specializations: Finance, Marketing, Management)**

Any Georgian citizen who has completed full secondary education is entitled to enroll in the Bachelor's program in Business Administration based on the results of the Unified National Examinations. A mandatory requirement for admission is the successful completion of the English Language exam as a foreign language. Any exceptions to the Law on Enrolment at Higher Education Institutions are allowed only in cases prescribed by law.

Enrollment in the Bachelor's program of Business Administration through mobility is permitted according to the rules established by Georgian legislation. Prospective students who have not passed the Unified National Examinations must provide evidence of English language proficiency at a B2 level, demonstrated by an IELTS score of 6.0, a TOEFL score of 78, or another relevant international certificate confirming B2 proficiency. Alternatively, they may be required to pass a university-administered English language B2 level exam.

Description and Analysis - Programme 3 (Healthcare Management, BA, VI)

Any individual with a document confirming complete general education or an equivalent document has the right to enroll in the undergraduate program in Healthcare Management based on the results of the Unified National Examinations. Enrollment is determined by the ranking of the coefficients of the points obtained at the Unified National Examinations. There are no specific requirements related to a healthcare background, and this is not necessary for admission. Entrants also have the option to enroll in the program without passing the Unified National Examinations, provided they meet the conditions allowed by Georgian legislation. Additionally, enrollment in the program through mobility is permitted in accordance with Georgian law. The admission criteria fully comply with the established standards.

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

An admissions committee is responsible for evaluating applicants with the relevant academic qualifications and scientific potential for the doctoral programs at the School of Business. The committee establishes the criteria for admission to the doctoral program and, based on these criteria, makes decisions regarding the suitability of applicants.

The prerequisites for admission to the program include the possession of a master's degree or an equivalent academic qualification, with a notarized copy of the diploma and a notarized copy of the diploma supplement or grades transcript. Applicants must also demonstrate English language proficiency at a B2 level, either through a certificate or a notarized copy of a diploma confirming completion of an English-language bachelor's or master's program. If this is not available, applicants are required to pass a B2-level English entrance exam administered by the business school.

Additionally, applicants must submit a research thesis in English that aligns with their research interests, and provide evidence of previous publications in the relevant field, participation in research projects or events, or at least two years of work experience in the field. Two letters of recommendation in English and a resume (CV) in both Georgian and English are also required. Furthermore, applicants must pass an entrance exam in mathematics and successfully complete an interview with the admissions committee.

These prerequisites ensure that applicants have the necessary qualifications to successfully complete the program and achieve its targeted outcomes. The program's admission requirements are outlined in a publicly available document, which is posted on the university's website, making the information accessible to potential applicants and interested parties.

Description and Analysis - Programme 5 (Public Administration, BA, VI)

The prerequisite for admission to the Bachelor's program at the Caucasus School of Governance includes having completed general education, which grants the right to apply for the undergraduate public administration program. Admission to the program requires passing the Unified National Examinations, which are organized by a legal entity under public law, the National Assessment and Examinations Center. Exceptions to this rule are only allowed in cases established by law. Additionally, passing the English language exam as part of the Unified National Examinations is mandatory for admission.

To ensure transparency and provide detailed information about the available programs, Caucasus University regularly holds meetings with prospective applicants. During these sessions, applicants receive comprehensive information about the undergraduate programs, including details about costs, employment opportunities, further education prospects, and planned events. This information is also accessible on the university's website, offering potential students all the necessary details about the programs and their associated benefits.

Description and Analysis - Programme 6 (Educational Leadership and Management, MA, VII)

The prerequisites for admission to the Master's program in Educational Leadership and Management at Caucasus University are as follows:

Applicants must hold a Bachelor's degree or an equivalent academic qualification. They must also successfully pass the general Master's exam relevant to the program. Additionally, applicants are required to demonstrate B2-level proficiency in the English language. This can be confirmed by passing the entrance exam specific to the program, which includes understanding and writing in English at a B2 level (CEFR).

Applicants may be exempted from this requirement if they present a valid B2-level English language proficiency certificate, such as TOEFL, IELTS, CAE, TOEIC, or FCE (Grades A, B), or other recognized certifications, as long as their validity is confirmed. Alternatively, if an applicant has completed a Bachelor's or Master's program in English or if the diploma supplement confirms their B2-level proficiency, they are exempt from the certificate requirement and the internal English language exam.

In addition to the language requirements, applicants must successfully pass the internal exam at Caucasus University, which includes an interview. The applicant is evaluated based on criteria such as motivation to develop leadership and management competencies in education, analytical thinking, logical reasoning, communication skills, the ability to reflect on previous educational experiences, and relevant work experience in the educational sector (preference is given to candidates with such experience).

Enrollment in the program without passing the general Master's exam is possible, following the rules established by Georgian legislation. The admission of students based on mobility is in accordance with both the relevant legislation and the internal regulations of the university.

Evidences/Indicators

- Educational programme;
- Practical assignments defined by syllabi;
- Self-evaluation report;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

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

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: None Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| Component 2.1 Programme admission preconditions | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | 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 cluster includes four BA programmes, one MA and one doctoral programme. Naturally, the requirements for practical, scientific, and general transferable skills vary across these programmes, reflecting the different levels of educational qualifications (BA, MA, PhD) as defined by the National Qualifications Framework. The management field of study, and consequently the educational programmes in this area, are inherently oriented towards practical skills, as evidenced by the programmes and syllabi presented.

At the undergraduate level, practical and general transferable skills are primarily developed through practical components integrated into academic courses, such as individual and group projects. Additionally, the educational programmes include subject-specific presentations, which simultaneously facilitate the development of multiple practical skills. A noteworthy practice within the Public Administration programme involves non-auditory components, enabling students to participate in various competitions initiated by employers, alongside the aforementioned activities.

At the master's level (Educational Leadership and Management), in addition to the above-mentioned activities (practical components integrated into academic courses), there is a strong emphasis on developing research skills, amounting to a total of 15 credits through courses such as *Introduction to Educational Research* and *Research Design and Methodology in Practice* (quantitative/qualitative research design). Furthermore, the programme actively encourages and supports student participation in scientific conferences and symposiums. Due to the field's specific nature, the programme offers the opportunity to undertake professional practice integrated with relevant subjects in appropriate educational institutions, provided the relevant module is selected.

For the doctoral programme in Marketing, a key component is teaching assistance (20 ECTS credits), designed to equip students with both pedagogical and research skills. This component helps doctoral students acquire practical competencies in teaching and research, thereby preparing them for future academic and investigative activities

In the broader context, it should also be noted that the analysis of the submitted documents, as well as the interviews conducted, clearly revealed a consistent trend: the presented programmes actively engage field practitioners both within individual courses and across the broader programme framework. These programmes offer training courses and academic-scientific conferences, fostering professional development. Additionally, interviews confirmed the practice of collaborative research projects, highlighting an integrated approach to academic and practical knowledge exchange.

Description and Analysis - Programme 1 / 2 (Bachelor's Programme in Business Administration (Specializations: Finance, Marketing, Management / Bachelor's Programme in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English))

The academic courses incorporate practical and skill-oriented components, predominantly embedded within the elective concentration module courses. These components are implemented through group and individual projects. At the programme level, practical activities are often initiated and organized by employers. Through these experiences, students have the opportunity to enhance various business skills and refine their communication techniques with

the support of employer teams. Given that the program, despite its 180-credit structure, allows for further study at the master's level, it would be beneficial to introduce an undergraduate or similar qualifying research project in the final semester. This addition would help students develop foundational research skills, better preparing them for advanced academic pursuits

Description and Analysis - Programme 3 (Healthcare Management MA)

Taking into account students' experiences and interests, the academic courses include components aimed at developing analytical and practical skills. Specifically, a significant portion of the curriculum focuses on the preparation and presentation of practical group or individual research projects and papers. The programme features a 15-credit academic-research component (*Educational Practice – 5 credits* and *Undergraduate Thesis/Project – 10 credits*), which provides students with the opportunity to prepare for further studies at the next educational level.

Description and Analysis - Programme 4 (Marketing PHD)

The academic component of the programme comprises 60 credits, of which 20 credits are allocated to teaching assistance and research assistance. Beyond the integrated components within individual courses, these credits are specifically designed to develop practical teaching and research skills in doctoral students, preparing them to become fully qualified academics.

The research component is further reinforced by the programme's specific requirements for doctoral candidates. Before defending their dissertation, candidates must participate in a scientific conference related to their dissertation topic and publish at least two scientific articles. Among these, at least one article must be published in a peer-reviewed journal with an international index relevant to the field's specificity.

Upon registering for the research component, doctoral candidates are also required to submit a progress report at the end of each semester, following predefined formats. This ensures structured oversight and alignment with programme objectives.

Description and Analysis - Programme 5 (Public Administration BA)

Within various academic courses, students are provided additional opportunities to engage in individual and team-based projects through practical assignments. These practical components are also prominently featured in extracurricular activities, such as competitions initiated and organized by employers at the programme level (e.g., Public Service Bureau or donor organizations). The educational programme includes a Research Methods course (5 credits) and an Undergraduate Thesis (10 credits), both of which are designed to prepare graduates for further academic pursuits.

The Research Methods course is currently offered in the third semester, while the Undergraduate Thesis is scheduled for the sixth semester. To better align these components and ensure continuity, it would be beneficial to reduce the one-year gap between them. Ideally, the Research Methods course should directly precede the thesis preparation process, providing students with the necessary skills and methodological foundation at the appropriate time.

Description and Analysis - Programme 6 (Education Leadership and Management MA)

The programme includes lecture-based and seminar (practical) sessions that foster the development of practical, research, and transferable skills. Students are encouraged to participate in both local and international student and academic scientific conferences. Given the emphasis on developing research skills, the curriculum allocates 15 credits to this area, comprising four courses. Of these, two are mandatory (Introduction to Educational Research and Practice-Based Research Design and Methodology), and one is an elective chosen from the following: Qualitative Research Design and Methodology or Quantitative Research and Statistical Analysis.

As highlighted during interviews, students regularly attend public lectures and seminars. However, the analysis of documents and interviews revealed that the programme predominantly focuses on general and higher education, while early childhood education receives less attention in terms of developing research and practical skills. This is understandable given the challenges in the field of early childhood education management, such as the shortage of highly qualified researchers and managers. Nevertheless, if a student opts to pursue research in this domain, the programme could face significant challenges.

It is important to note that, For research projects focused on early childhood education management, it would be beneficial to develop a set of predefined research topics at the initial stage. These topics should be crafted with the involvement of the programme's academic staff and offered to students as guidance for selecting their research focus. This approach would ensure alignment with the programme's capabilities and address existing challenges in the field.

Evidences/Indicators

- Educational programme;
- Practical assignments defined by syllabi;
- Agreements/Memorandums with the Partner Organizations;
- Peer-reviewed journals;
- Requirements for the Completion of the MA / PHD Thesis and Awarding the MA / PHD Degree;
- Self-evaluation report;
- Interview results.

General recommendations of the cluster: NONE

General suggestions of the cluster: NONE

Recommendations and suggestions according to the programmes:

Programme 1 / 2 (Bachelor's Programme in Business Administration (Specializations: Finance, Marketing, Management / Bachelor's Programme in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English))

Suggestions: it is suggested - It is advisable to offer an undergraduate thesis or research project as an elective course.

Programme 5 (Public Administration BA)

Suggestions: It is suggested, Research methods training course immediately and closely preceded the undergraduate thesis.

Programme 6 (Education Leadership and Management MA)

Suggestions: It is suggested, Preschool education management research topics (specified titles), to be provided to students in a ready-made form.

Evaluation

| Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <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.

According to the regulations for the academic programmes in the Caucasus University, the BA, MA, PHD programmes reflect the methods and activities of learning and teaching that are guided by the academic staff and are reflected in the syllabi based on the specific requirements and content of the course. In the process of teaching and learning, the methods complement each other and move into each other. It should also be noted that the university has developed the rules and methods for developing individual curricula. The following teaching methods will be employed: social teaching (cooperative and cooperative); learning by doing, didactic, Socratic, lecture, seminar, discussion, debate, situation modelling, role-playing/simulations, case studies, project (individual and group), problem-based learning (PBL); Presentations, group work,

supervision, reflection, etc., the combination of which ensures the achievement of the results envisaged by the programmes.

Obviously, any programme has the freedom to specify the maximum number of methods used during teaching and learning. It should be noted as a positive practice that the syllabi do not include a complete list of methods presented in the programme without analysis. It is clear that the implementer of the course chooses one or another teaching method based on the goals and outcomes of their syllabus, and it seems that the logic of selecting methods allows for student participation in the learning process with appropriate autonomy and responsibility. The teaching methods used in the study courses of the Bachelor and Master's Programmes comply with the 1st, 2nd, and 3rd cycle of higher education and ensure the achievement of the learning outcomes of the programmes. Academic/invited staff involved in the implementation of the BA, MA, PHD Programmes use student-centered modern teaching and learning methods focused not only on obtaining ready-made knowledge but also on developing skills. The teaching-learning methods include relevant activities (discussion, debate, demonstration, presentation, seminar and other specific methods described in the syllabi of the training courses). Since the programmes presented are essentially new, it is impossible to be guided by past experience. Therefore, we mainly rely on syllabi and interview results in our discussions. The main problem that can be identified when evaluating this part of the standard is related to the understanding of the method itself from the point of view of pedagogical science. In the presented programmes, as a rule, the method, strategy, and form of organization are confused with each other. For example:

Group work is a form of organizing the learning process, not a method. Also, brainstorming is a strategy, not a method. Collaborative learning is a learning approach/strategy, and less a method, etc. However, it is clear that this remark is less indicative of the shortcomings of using methodological tools in the teaching-learning process itself.

Evidences/Indicator

- Educational programmes and syllabi of the courses;
- Interviews with heads of the programmes, teaching staff, students and graduates;
- The Rule for Regulating the Education Process
- Methodology and rule of individual curriculum development;
- Self-evaluation report.

General recommendations of the cluster: NONE

General suggestions of the cluster: It is suggested, It is desirable to clearly distinguish teaching methods, strategies, and forms of organizing the learning process in programmes and syllabi.

Recommendations and suggestions according to the programmes: None

Evaluation

| | | | | |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Component 2.3. Teaching and learning methods | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|

| | | | | |
|--|---|--------------------------|--------------------------|--------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <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.

Student assessment is conducted in accordance with established procedures, ensuring transparency and compliance with legal regulations. The syllabi attached to the educational programs outline the assessment methods and criteria. The components and methods of evaluation for each course/subject take into account the specific nature of the course/subject and ensure the measurement of the achievement of learning outcomes.

The assessment components, methods, and criteria are transparent, accessible, and communicated to students at the start of the course. Interviews with students revealed that they receive feedback on their learning outcomes, including insights into their strengths and areas for improvement to enhance their results.

Article 8 of the Regulation on Student Status pertains to the regulation of student assessments. The evaluation of a student's achievement of learning outcomes in a program's academic component includes both midterm and final assessments. Each assessment component is assigned a specific weight in the final grade, based on a total score of 100 points. Credits are awarded based on the results of both assessment components (midterm and final evaluations). A minimum competency threshold is established for both components. Meeting this minimum threshold in the midterm assessments is a prerequisite for a student to qualify for the final examination. For the purpose of final evaluation (and awarding credits), passing the final exam is mandatory. A course is considered successfully completed if the student achieves the minimum required score for passing the final exam.

In bachelor's, master's, and doctoral programs, the cumulative score of midterm assessments used to evaluate learning outcomes before the final exam is set at 70 points, while the score for the final exam is set at 30 points. In master's and doctoral programs, students are required to achieve a minimum of 59% of the cumulative midterm assessment score in each academic component at every stage of their studies.

The university has established procedures for conducting examinations. The midterm and final exams, as part of the evaluation within a course, are organized and monitored by the Student Services and Academic Process Monitoring Department. An observer participates in the process and is responsible for documenting the exam proceedings in a report prepared by the department.

Exams are conducted on-site at the university. Examination sheets are provided to the relevant academic or invited staff in an encrypted format. Lecturers are required to evaluate midterm or final exam papers within one week of the exam date. Additionally, lecturers must inform students of their midterm or final exam results and provide them with constructive feedback for improvement.

The university ensures a transparent process for students to appeal their assessment results, which is communicated to them in advance. Students have the right to appeal their midterm or final exam results within three days of publication and can request access to the corrected exam work.

To appeal, the student submits a written application to the Vice President for Administration and Monitoring, detailing the specific aspects of the lecturer's evaluation they disagree with. The lecturer must respond within three working days of receiving the appeal by providing a report that addresses the student's claims and, if necessary, amends the evaluation. The department ensures that the lecturer's decision is conveyed to the student on the same day.

If the student remains dissatisfied with the lecturer's decision, they may escalate the appeal to the Vice President for Administration and Monitoring in writing within one working day. A commission is formed within two working days to review the case. The decision made by the commission is final and is recorded in the electronic grading system, with all associated documents filed in the student's personal record.

If a student misses a midterm or final exam, they may be granted the opportunity to make up the exam with written permission from the department, provided the absence occurred due to a valid reason. Interviews with both students and academic/invited staff revealed high satisfaction with the university's electronic portal. During the visit, the portal was reviewed on-site. Students receive their grades through this portal and can also use it to appeal exam results. Additionally, the portal ensures the protection of students' anonymity throughout the process.

The development, evaluation, and **defense of a master's thesis** are carried out in accordance with the requirements outlined in the Master's Thesis Regulations of the Caucasus School of Education. The volume, format, style, and other technical specifications of the thesis are defined by these regulations and adhere to the guidelines provided in the American Psychological Association (APA) style manual, as developed by Caucasus University.

The Master's Thesis Defense Commission of the Caucasus School of Education serves as the highest authority for overseeing and evaluating scientific activities at the master's level. The number and composition of commission members are determined based on the specifics of the thesis topic and approved by the university president upon the recommendation of the school dean.

Commission members must hold a doctoral degree or an equivalent academic qualification or be distinguished practitioners in the field with scientific research documented within the last five years. The commission consists of a minimum of three (3) and a maximum of five (5) members.

It is composed of academic staff from the relevant program, as well as university or field-specific experts and invited lecturers.

The chair of the commission has the authority to invite specialists from the relevant field to the session, depending on the thematic focus of the master's thesis under review.

The defense of the Master's thesis involves the presentation, discussion, and evaluation of the thesis by the student. The defense takes place publicly in front of the commission. The Master's thesis is evaluated once and consists of two components: the evaluation by the Master's Thesis Defense Commission (70 points) and the evaluation by the thesis reviewer (30 points). The final evaluation score for the defense is calculated as the average of the evaluations provided by the commission members.

In case of any grievances regarding the evaluation of the Master's thesis, the student is entitled to submit a complaint to the president of the university within 5 calendar days from the announcement of the result. The complaint will be presented to the thesis defense commission for review within 10 working days of its receipt. The commission will thoroughly examine the student's complaint and respond to each question raised in the complaint. The commission has the authority to alter the evaluation, and such changes must be justified and substantiated. The written decision of the commission will be communicated to the student (including electronically) within 3 working days of the decision. The commission's decision is final and cannot be appealed.

Before defending the **dissertation at the doctoral level**, the doctoral candidate is required to participate in a scientific conference related to the topic of their dissertation, publish at least two scientific articles (or have a publication agreement). One of these articles must be published in a peer-reviewed journal indexed internationally, relevant to the field of study. The published articles must be thematically related to the dissertation topic. In addition, the doctoral program includes teaching assistance and/or research assistance, which prepares doctoral candidates for teaching roles (lecturer position) through mentorship and guidance from professors. Before the public defense of the dissertation, the doctoral candidate must complete courses in research assistance and/or teaching assistance. After registering for the research component, the doctoral candidate is required to submit a report on the work performed at the end of each semester, following predetermined formats.

The scientific research component is evaluated out of 100 points, following a one-time assessment principle. The assessment criteria and procedures are outlined in the doctoral education regulation. The doctoral (dissertation) council consists of the school dean, the academic supervisor of the program, and the academic staff of the school. The president, vice presidents in the areas of academic affairs, scientific and strategic development, the director of the Quality Assurance Department, and the chairman of the school's advisory board may participate in the council's work with an advisory vote. The composition of the doctoral council is approved by the university president upon the proposal of the school dean.

The composition of the dissertation defense committee consists of three members, with one serving as the chair of the committee. The defense committee is formed specifically for the defense of the particular dissertation. The composition of the committee and the appointment of the chair are determined by the doctoral (dissertation) council. Out of the three members, one is not part of the academic staff of Caucasus University. The committee members cannot be the

doctoral student's supervisor, co-supervisor, or reviewer. These individuals can attend the defense but do not have voting rights. The defense is open to the public.

The mechanism and processes for the selection and appointment of reviewers are transparent and objective. When selecting reviewers, their anonymity is ensured, which helps foster an unbiased, fair, and objective conclusion.

In case of any objections regarding the evaluation of a doctoral (dissertation) thesis, the doctoral candidate is entitled to submit an appeal or complaint to the university president within five calendar days from the announcement of the result. If the appeal is deemed admissible, the complaint will be submitted to the thesis defense committee for review within ten working days of receiving the appeal. The committee will thoroughly review the complaint and respond to each issue raised. The committee is authorized to alter the evaluation, provided the changes are well-justified and reasoned. The written conclusion of the committee will be communicated to the doctoral candidate (including electronically) within three working days from the decision. The committee's decision is final and cannot be appealed.

The university has developed an informational guide for writing academic papers according to the APA style, ensuring that students adhere to the correct academic format. Additionally, the university has an Academic Integrity Code, which outlines the primary forms of academic misconduct, provides information on preventing plagiarism, and emphasizes the responsibility for maintaining academic integrity. Furthermore, the university has created ethical norms for using generative artificial intelligence tools, which regulate and address the use of AI in academic work. This document helps ensure responsible use of AI, in line with the university's academic policies.

Evidences/Indicators

- Regulation on Student Status
- Regulation on the Conduct of Examinations
- Syllabi attached to educational programs
- Electronic portal My CU
- Regulation on the Preparation and Defense of Master's Theses at the Caucasus School of Education
- Regulation of the Doctoral (Dissertation) Council
- American Psychological Association (APA) Style Guide from CU
- Caucasus University Academic Integrity Code
- Ethical Guidelines for the Use of Generative Artificial Intelligence Tools
- Self-Evaluation Report
- CU website
- Interview results
-

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

| Component 2.4 – Student evaluation | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Compliance of the programmes with the standards

| 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | 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.

At Caucasus University, various structural units exist to support student academic success, career development, and international mobility. These include the Student Services and Academic Process Monitoring Department, the Career Development and Employment Promotion Department, the Student Event Service, the International Relations and Projects Department, and the Student Ombudsman Office. These units work synergistically to provide consultations and support for both academic planning and extracurricular activities, as well as career services and employment opportunities for students.

The primary communication channel with students at Caucasus University is through their corporate email, where all relevant structural units send important information regarding both internal and external events, as well as job vacancies. Additionally, information about planned events and various projects is shared on the university's website and through social media channels, ensuring wide accessibility for students. At Caucasus University, students have the opportunity to engage in regular semester meetings aimed at improving the educational process and gathering feedback. Additionally, during the registration process, students receive individual consultations about their class schedules and course planning. Throughout the semester, students can also schedule individual consultations with relevant academic staff members for further guidance on specific courses. These consultations are organized with designated time slots, and students are informed about the available times.

The Career Development and Employment Department at Caucasus University plays a crucial role in supporting students' professional growth and employability. It regularly distributes targeted information to student groups about career development and employment opportunities. The department also provides valuable insights into labor market dynamics and trends, offering consultations on current and future job market demands. Key functions of the department include Promoting projects by companies within the university, including internships, scholarships, and other incentive-based initiatives; Planning and hosting visits by representatives of leading and partner organizations to deliver master classes; Organizing seminars on essential career skills such as resume writing, interview techniques, and successful employer meetings; Supporting employment forums and informing students and alumni about upcoming events organized by partner organizations, encouraging their participation.

Caucasus University has a Student and Organizational Events Service that actively supports both local and international students in becoming engaged in university life. This service organizes a variety of extracurricular activities for students, such as Public lectures, Creative clubs, Excursions, Sports championships, Plays and concerts. These activities contribute to the overall student experience, fostering a sense of community, cultural exchange, and personal development. The service ensures that students have the opportunity to engage in both educational and recreational events, enhancing their academic and social lives at the university.

To ensure internationalization at Caucasus University, the Department of International Relations and Projects plays a crucial role. This department facilitates student mobility and organizes selection competitions for exchange and joint educational programs. It provides support to students throughout the process of applying for exchange programs, joint educational programs, and the mobility opportunities they entail. This assistance includes guidance on all necessary steps related to the selection process, program requirements, and overall preparation for

participation in these international academic initiatives. The department's goal is to enhance students' global exposure and academic experiences through collaboration with international educational institutions. In addition, Caucasus University has an Ombudsman Office, which ensures the protection of students' rights and provides consultations and assistance regarding their obligations, student status, and mobility. This office plays a key role in safeguarding students' interests and helping them navigate issues related to their academic and personal rights.

Furthermore, to foster active student involvement in scientific and research activities, the university operates a Research Support Department alongside the University Library. This department organizes internal conferences and facilitates student participation in international conferences. Additionally, it plans and conducts events to develop the skills necessary for engaging in research activities, encouraging students to deepen their involvement in the academic research process. During the interviews, students highlighted the need for more informal engagement with lecturers, such as collaborative excursions. However, they pointed out that these activities often entail considerable financial expenses. To address this, we suggest that the university arrange informal events that are more cost-effective.

During the interviews, students and alumni highlighted that the exam period poses a significant challenge due to the stress associated with the additional fee required for retaking an exam. Consequently, we suggest allowing students to retake exams without any additional payment to alleviate excessive stress. Furthermore, students pointed out that the student government and the ombudsman are not active in protecting students' rights. We suggest that the student government and the ombudsman take a more proactive approach to addressing student concerns.

Evidences/Indicators

- Caucasus University regulation, which outlines the functions and duties of structural units and departments. Also, the functions and duties of academic/scientific/invited/administrative personnel.
- Self-Evaluation Report
- CU website
- Electronic Portal My CU
- Interview Results.

General recommendations of the cluster: None

General suggestions of the cluster:

1. More opportunities for informal interactions with lecturers, like joint excursions, are desirable, but they are often costly. It is suggested to organize more budget-friendly alternatives.
2. It is suggested that students be offered the opportunity to retake exams without incurring extra costs.
3. Students feel the student government and ombudsman lack activism in protecting their rights. A more proactive approach is suggested.

Recommendations and suggestions according to the programmes: None

Evaluation

| Component 3.1 Student consulting and support services | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3.2. Master's and Doctoral Student Supervision

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

In the Caucasus School of Education, the process of defending a master's thesis is regulated by the regulations of the Caucasus University's School of Education Master's Program, which is accessible to students. Students have the opportunity to consult with academic and administrative staff during the process of selecting a topic and a supervisor for their master's thesis. The selection of the thesis supervisor is based on mutual agreement between the student and the supervisor. A corresponding contract is then formed with the supervisor.

The supervisor of a master's thesis (and co-supervisor, if necessary) can be academic staff from Caucasus University, such as a professor or associate professor, either from the School of Education or from other schools within the university. The supervisor may also be an invited lecturer from another university or institution with the relevant expertise.

The supervisor of a master's thesis is responsible for assisting the student in defining the research objectives, creating the research design, selecting appropriate methodologies, and choosing relevant scientific literature. The supervisor also supports the student's scientific activities, whether it involves participating in conferences or preparing articles for publication. The supervisor provides regular consultations and monitors the progress of the thesis, offering feedback and suggesting necessary corrections if the research is going off course.

Before submitting the master's thesis, the student's academic supervisor registers on the platform and checks the thesis using a plagiarism detection and prevention program ("Turnitin") in accordance with the rules for verifying students' works. The use of the plagiarism detection and prevention program is mandatory for both master's theses and doctoral dissertations.

The academic supervisor for a doctoral candidate may be a faculty member from Caucasus University, another higher educational institution in Georgia, or an international university, provided they have research results related to the doctoral thesis topic.

Each doctoral candidate's academic supervisor must have qualifications or academic degrees relevant to the thematic and problematic area of the doctoral thesis. Additionally, they should have leadership or co-supervision experience, or have completed relevant activities (e.g., training, seminars, professional development courses). Furthermore, the supervisor must have published at least one scientific paper in a peer-reviewed journal indexed by a foreign international index (or a creative/performance project in the arts) in the last three years, corresponding to the general thematic or research area of the doctoral thesis.

The doctoral (dissertation) council approves the academic supervisor upon the council chair's proposal, starting from the third semester of studies. Based on the motivated request of the chair, the council may approve two academic supervisors (co-supervisors) for a single dissertation topic. One of the co-supervisors may be a staff member from another (partner) institution, provided there is a formal agreement between Caucasus University and that institution.

If the academic supervisor wishes to resign, they are required to submit a justified request to the doctoral (dissertation) council within one month of being appointed as the supervisor. After this one-month period, the supervisor cannot withdraw from their role. If a doctoral candidate requests a change of supervisor, it is possible to appoint a new supervisor within one month of the initial appointment. The decision regarding this change is made by the doctoral (dissertation) council. After this period has expired, the student is no longer entitled to request a change of supervisor.

The scientific supervisor oversees the execution of the doctoral candidate's individual plan, providing guidance on various aspects of the research process. This includes helping with the design and planning of the research project, selecting appropriate research methodologies, developing professional skills, integrating into local and international scientific networks, participating in scientific events and conferences, presenting research outcomes, publishing scientific articles in peer-reviewed journals, and participating in scientific grant competitions.

A questionnaire has been developed for students to evaluate the quality of both master's and doctoral thesis supervisors. This questionnaire is presented by the institution to experts.

The methodology developed by the university for determining the supervisor-to-student ratio for master's and doctoral programs defines the balance between the number of students assigned to each thesis supervisor.

- The supervisor-to-student ratio for the educational program should be no less than 1/5 for master's students.
- The supervisor-to-student ratio for the educational program should be no less than 1/3 for doctoral students.

For the Master's program in Educational Leadership and Management, the planned intake is 15 students, with 8 supervisors assigned to the program. For the Doctoral program in Marketing, 10 students are expected to be admitted, with 4 supervisors assigned.

| Data related to the supervision of master's/doctoral students Programme 1 (name, level) ⁷ | |
|---|----------------|
| Number of master's/doctoral theses supervisors | 8 |
| //Number of doctoral thesis supervisors | 4 |
| Number of master's students | 15 |
| //Number of doctoral students | 10 |
| Ratio - supervisors of master's theses/master's students | $8 / 15 = 0,5$ |
| Ratio - supervisors of doctoral theses/doctoral students | $4 / 10 = 0,4$ |

Evidences/Indicators

- Regulations on the Preparation and Defense of Master's Theses at the Caucasus School of Education
- Magistrants and Doctorants Supervisor Contract Forms
- Regulation of the Doctoral (Dissertation) Council
- Supervisor's Evaluation Questionnaire for Thesis/Dissertation
- Caucasus University's Academic Integrity Code
- Caucasus University's Methodology for Determining the Number of Academic, Scientific, and Invited Personnel
- Ratio of supervisors to master-doctoral students
- Self-Evaluation Report
- CU website
- Interview Results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

| Component 3.2. Master's and Doctoral Student Supervision | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| | | | | |

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

| | | | | |
|--|---|--------------------------|--------------------------|--------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | 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, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | 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.

During the visit, it was observed that the program staff is composed of highly qualified individuals who possess the necessary competencies to support students in achieving the program's learning outcomes. The staff members are engaged in the program in full compliance with the relevant legislation and internal regulations of the higher education institution (HEI). Their qualifications align with the specific requirements of their roles, ensuring that the staff's expertise is directly relevant to the program's objectives and in accordance with current legal standards.

The qualifications of academic and scientific staff are substantiated by their contributions to the field, including scientific papers. Additionally, staff members may showcase their practical projects, which further validate their competence in the relevant field. Invited staff members are also highly qualified, with their expertise, knowledge, and experience directly supporting students' ability to meet the program's learning outcomes. Furthermore, the qualifications of staff are regularly assessed through interview results, ensuring that the program is continually supported by qualified individuals who bring both academic and practical expertise to the learning environment.

In rare cases (Healthcare Management BA Programme) the concentration of classes assigned to each professor is relatively high, which could present some challenges in terms of maintaining the long-term sustainability of the program. This may affect the balance of workload and, over time, could impact the flexibility and overall quality of instruction.

During the visit, students and alumni expressed that the support provided by the administration was excellent. The program is supported by an adequate number of administrative and support staff who possess the necessary qualifications and competencies to effectively fulfill their roles. The qualifications of these staff members are well-aligned with their specific functions, ensuring efficient operations within the program. The number of administrative and support personnel is appropriate, and their responsibilities are clearly defined in job descriptions. Furthermore, the qualifications of staff are regularly assessed through interviews to ensure they continue to meet the program's needs.

The Heads of the Programmes possess the necessary knowledge, experience, and expertise required for the development and successful implementation of their respective programs. Their qualifications are supported by relevant education in the field of study, practical experience, and/or scholarly contributions such as scientific papers or creative works. The Heads of the Programmes are actively involved in all aspects of their programs, including assessment, ongoing development, and implementation. They also participate in student advising and engage in various events and activities planned within the program to ensure continuous improvement and alignment with academic standards.

The functions and responsibilities of the Heads of the Programmes are clearly defined, and their qualifications are documented in their personal files. The effectiveness of their leadership is assessed through interviews and feedback from faculty, staff, and students.

As previously mentioned, the concentration of subjects assigned to each professor in the Healthcare Management program is relatively high, raising concerns about the long-term sustainability of the program. However, according to the provided document, 'personnel retention

rate,' only 3-4% of the staff leave the faculty. If this retention rate remains consistent, there should be no significant concerns regarding staffing stability in the foreseeable future.

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Business Administration Bachelor’s degree program includes both academic and invited staff with extensive theoretical and practical experience. A total of 52 staff members are involved in the program: 28 Academic Staff: 11 Professors ,12 Associate, Professors 5 Assistant Professors and 24 Invited Lecturers. This diverse and experienced team ensures high-quality education for the program. The ratio of academic staff to the invited lecturers is 28/24. The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation. During the interview, the experts learned that this is because the program is new. Consequently, it has not been possible to determine this indicator yet. Similarly, no staff turnover rate is provided, as the program is new.

As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles. As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs. However, some additional information is not provided in certain cases.

The head of the program has a strong educational background in the relevant academic field and extensive work experience in the government and private sectors. He has received numerous awards, authored various publications, and actively participates in community activities. The co-head of the program is extensive in the academic field, managing educational programs and actively participating in the process of obtaining international accreditation. The rights and responsibilities of the program head and co-head are governed by the regulations of the Caucasus Business School.

The document provided by the university indicates that the individuals involved in the program have achieved 124 scientific research outputs over the past five years. Among the scientific research outputs are the following: 19 papers published in local journals; 35 works published in international journals; 41 reports presented at international conferences; 27 other scientific research contributions. However, this is not always evident in their personal CVs.

| Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management) | | | | |
|---|----------------------------------|--|---|--|
| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise⁸ | Including the staff holding PhD degree in the sectoral direction⁹ | Among them, the affiliated academic staff |
| Total number of academic staff | 28 | 15 | 12 | 26 |
| - Professor | 11 | 4 | 4 | 11 |

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

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

| | | | | |
|-----------------------|----|----|---|----|
| - Associate Professor | 12 | 8 | 7 | 11 |
| - Assistant-Professor | 5 | 4 | 1 | 4 |
| - Assistant | - | | | |
| Invited Staff | 24 | 20 | 3 | — |
| Scientific Staff | | | | — |

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

The Business Administration Bachelor's degree program includes both academic and invited staff with extensive theoretical and practical experience. A total of 49 staff members are involved in the program: 22 Academic Staff: 6 Professors, 11 Associate, Professors 5 Assistant Professors and 27 Invited Lecturers. This diverse and experienced team ensures high-quality education for the program. The ratio of academic staff to the invited lecturers is 22/27. It should be noted that to ensure the sustainability of the program, it will be necessary to hire additional personnel in the future.

The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation. During the interview, the experts learned that this is because the program is new. Consequently, it has not been possible to determine this indicator yet. Similarly, no staff turnover rate is provided, as the program is new.

As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles.

As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs. However, some additional information is not provided in certain cases.

The head of the program has a strong educational background in the relevant academic field and extensive work experience in the government and private sectors. He has received numerous awards, authored various publications, and actively participate in community activities. The co-heads of the program has extensive experience in the academic field, including managing educational programs and actively contributing to the process.

The rights and responsibilities of the program head and co-head are governed by the regulations of the Caucasus Business School.

The document provided by the university indicates that the individuals involved in the program have achieved 114 scientific research outputs over the past five years. Among the scientific research outputs are the following: 15 papers published in local journals; 38 works published in international journals; 37 reports presented at international conferences; 22 other scientific research contributions. However, this is not always evident in their personal CVs.

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise ¹⁰ | Including the staff holding PhD degree in the sectoral direction ¹¹ | Among them, the affiliated academic staff |
|---|---------------------------|---|--|---|
| Total number of academic staff | 22 | 15 | 9 | 20 |
| - Professor | 6 | 4 | 4 | 6 |
| - Associate Professor | 11 | 8 | 4 | 10 |
| - Assistant-Professor | 5 | 3 | 1 | 4 |
| - Assistant | - | | | |
| Invited Staff | 27 | 19 | 3 | — |
| Scientific Staff | | | | — |

Programme 3 (Healthcare Management, BA, VI)

The Bachelor's program in Healthcare Management includes both academic and invited staff with extensive theoretical and practical experience. A total of 20 staff members are involved in the program: 9 Academic Staff: 5 affiliated professors, 1 professor, 1 affiliated associate professor, 2 affiliated assistant Professors and 11 invited Lecturers, administrative and support staff 9. This diverse and experienced team ensures high-quality education for the program.

The ratio of academic staff to the invited lecturers is 9/11. It should be noted that three affiliated academic staff members are responsible for teaching the health-related subjects and the remaining subjects are taught by invited lecturers. The head of the program highlighted this issue, emphasizing the need to recruit additional staff to ensure the program's sustainability.

The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation. During the interview, the experts learned that this is because the program is new. Consequently, it has not been possible to determine this indicator yet. Similarly, no staff turnover rate is provided, as the program is new. As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles.

As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs, participation in various conferences, published numerous publications and articles. The head of the program has a strong educational background in the relevant academic field and extensive work experience in both government and private sectors. His qualifications are evidenced by his education, practical experience, and scientific works. The head of the program actively participates in program evaluation and

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

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

development, implementation, student counseling, and various events organized within the framework of the program.

The document provided by the university indicates that the individuals involved in the program have achieved 162 scientific research outputs over the past five years. Among the scientific research outputs are the following: 44 papers published in local journals; 53 works published in international journals; 40 reports presented at international conferences; 23 other scientific research contributions. It can be said that the students of the undergraduate health management education program will be provided with an adequate number of administrative and support staff with appropriate competence.

Additionally, in certain cases, such as in the 'Healthcare Marketing' course, the program is led by a professor who lacks both academic qualifications and professional experience in the specific field. This mismatch between the instructor's expertise and the subject matter raises concerns about the quality and relevance of the course content. Without the necessary background in healthcare marketing, it may be challenging to provide students with the specialized knowledge and practical insights required for success in this field. To address this issue, it is highly advise that the university carefully review the qualifications and experience of faculty members assigned to teach specialized courses. By ensuring that instructors possess both academic credentials and hands-on experience in their respective fields, the institution can enhance the overall quality of education, maintain academic rigor, and better prepare students for the professional challenges they will face in the healthcare sector.

| Programme 3 (Healthcare Management, BA, VI) | | | | |
|--|----------------------------------|---|--|--|
| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise¹² | Including the staff holding PhD degree in the sectoral direction¹³ | Among them, the affiliated academic staff |
| Total number of academic staff | 9 | 5 | 2 | 8 |
| - Professor | 5 | 3 | 2 | 5 |
| - Associate Professor | 1 | - | - | 1 |
| - Assistant-Professor | 2 | 2 | - | 2 |
| - Assistant | 1 | - | - | |
| Invited Staff | 11 | 9 | 1 | — |
| Scientific Staff | | | | — |

Programme 4 (Marketing, PhD, VIII) PhD programme in Marketing

The PhD programme in Marketing includes both academic and invited staff with extensive theoretical and practical experience. A total of 9 staff members are involved in the program: 7 Academic Staff: 4 professors, 3 associate professors, Total number of affiliate staff 7; affiliated

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

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

Professors 5; affiliate associate professor 2. Invited staff number 2; administrative and support staff 9. This diverse and experienced team ensures high-quality education for the program. The ratio of academic staff to the invited lecturers is 7/2.

The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation. During the interview, the experts learned that this is because the program is new. Consequently, it has not been possible to determine this indicator yet. Similarly, no staff turnover rate is provided, as the program is new.

The university has provided the document titled *“Ratio of Supervisors to Active Master/Doctoral Students.”* Since these programs are new, the document outlines the number of potential students rather than current ones. According to the document, the planned ratio of supervisors to students is 4/10. As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles.

As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs, participation in various conferences, published numerous publications and articles.

The head of the program has a strong educational background in the relevant academic field and extensive work experience. His qualifications are evidenced by his education, practical experience, and scientific works. The head of the program actively participates in program evaluation and development, implementation, student counseling, and various events organized within the framework of the program.

The document provided by the university indicates that the individuals involved in the program have achieved 42 scientific research outputs over the past five years. Among the scientific research outputs are the following: 8 papers published in local journals; 6 works published in international journals; 8 reports presented at international conferences; 17 other scientific research contributions.

It can be said that the students of the undergraduate Marketing, PhD program will be provided with an adequate number of administrative and support staff with appropriate competence.

| Programme 4 (Marketing, PhD, VIII)PhD programme in Marketing | | | | |
|--|----------------------------------|---|--|--|
| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise¹⁴ | Including the staff holding PhD degree in the sectoral direction¹⁵ | Among them, the affiliated academic staff |
| Total number of academic staff | 7 | 7 | 7 | 7 |
| - Professor | 4 | 4 | 4 | 5 |
| - Associate Professor | 3 | 3 | 3 | 2 |

¹⁴ Staff implementing the relevant components of the main field of study

¹⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

| | | | | |
|-----------------------|---|---|---|---|
| - Assistant-Professor | - | | | |
| - Assistant | - | | | |
| Invited Staff | 2 | 2 | 1 | — |
| Scientific Staff | | | | — |

Programme 5 (Public Administration, BA, VI)

Bachelor's Program in Public Administration includes both academic and invited staff with extensive theoretical and practical experience. A total of 37 staff members are involved in the program: 17 Academic Staff: 8 professor, 8 associate professor, Total number of affiliate staff 14; affiliated Professors 6; affiliate associate professor 7; affiliate assistant professor 1; Invited staff number 20; administrative and support staff 9.

The ratio of academic staff to the invited lecturers is 17/20. The ratio of affiliate academic staff to the number of active students is 14/136. The ratio of academic/scientific/invited staff to the number of students enrolled in the program is 37/136; As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles.

As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs, participation in various conferences, published numerous publications and articles.

The head of the program has a strong educational background in the relevant academic field and extensive work experience. His qualifications are evidenced by his education, practical experience, and scientific works. The head of the program actively participates in program evaluation and development, implementation, student counseling, and various events organized within the framework of the program.

The document provided by the university indicates that the individuals involved in the program have achieved 320 scientific research outputs over the past five years. Among the scientific research outputs are the following: 43 papers published in local journals; 98 works published in international journals; 59 reports presented at international conferences; 47 other scientific research contributions.

It can be said that the students of the Bachelor's Program in Public Administration program will be provided with an adequate number of administrative and support staff with appropriate competence.

| Programme 5 (Public Administration, BA, VI) | | | | |
|--|----------------------------------|---------------------------------|--|--|
| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with | Including the staff holding PhD degree in | Among them, the affiliated academic staff |
| | | | | |

| | | sectoral expertise ¹⁶ | the sectoral direction ¹⁷ | |
|---------------------------------------|----|----------------------------------|--------------------------------------|----|
| Total number of academic staff | 17 | 15 | 9 | 14 |
| - Professor | 8 | 6 | 6 | 6 |
| - Associate Professor | 8 | 6 | 3 | 7 |
| - Assistant-Professor | 1 | 1 | - | 1 |
| - Assistant | | | | |
| Invited Staff | 20 | 15 | 4 | — |
| Scientific Staff | | | | — |

Programme 6 (Educational Leadership and Management, MA, VII)

Master's Program in Educational Leadership and Management includes both academic and invited staff with extensive theoretical and practical experience. A total of 24 staff members are involved in the program: 16 Academic Staff: 1 professor, 8 associate professor, 7 assistant professor; Total number of affiliated staff 13; affiliate associate professor 7; affiliate assistant professor 7; Invited staff number 8; administrative and support staff 9. The ratio of academic staff to the invited lecturers is 16/8.

The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation. During the interview, the experts learned that this is because the program is new. Consequently, it has not been possible to determine this indicator yet. Similarly, no staff turnover rate is provided, as the program is new.

The university has provided the document titled *"Ratio of Supervisors to Active Master/Doctoral Students."* Since these programs are new, the document outlines the number of potential students rather than current ones. According to the document, the planned ratio of supervisors to students is 8/15.

As evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles.

As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programs, participation in various conferences, published numerous publications and articles.

The head of the program has a strong educational background in the relevant academic field and extensive work experience. His qualifications are evidenced by his education, practical experience, and scientific works. The head of the program actively participates in program

¹⁶ Staff implementing the relevant components of the main field of study

¹⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

evaluation and development, implementation, student counseling, and various events organized within the framework of the program.

The document provided by the university indicates that the individuals involved in the program have achieved 26 scientific research outputs over the past five years. Among the scientific research outputs are the following: 7 papers published in local journals; 6 works published in international journals; 3 reports presented at international conferences; 6 other scientific research contributions.

As revealed during the interview, addressing any gaps in experience within the fields of education and management could be achieved by having a consultant to provide support as needed. Since the academic staff, in some cases, are more specialized in education or management, it would be beneficial to organize events in the future to address this gap. These could include training sessions, workshops, and similar activities.

It can be said that the students of the Master's Program in Educational Leadership and Management program will be provided with an adequate number of administrative and support staff with appropriate competence.

| Programme 6 (Educational Leadership and Management, MA, VII) | | | | |
|--|----------------------------------|---|--|--|
| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise¹⁸ | Including the staff holding PhD degree in the sectoral direction¹⁹ | Among them, the affiliated academic staff |
| Total number of academic staff | 16 | 16 | 10 | 14 |
| - Professor | 1 | 1 | 1 | |
| - Associate Professor | 8 | 8 | 6 | 7 |
| - Assistant-Professor | 7 | 7 | 3 | 7 |
| - Assistant | | | | |
| Invited Staff | 13 | 8 | 4 | — |
| Scientific Staff | | | | — |

Evidences/Indicators

- Personal files of academic and invited staff;
- Rules for academic and invited staff workload;
- Cluster self-evaluation report;
- Interview results;
- School regulations;
- Ratio of Supervisors to Active Master/Doctoral Students;
- CU website.

¹⁸ Staff implementing the relevant components of the main field of study

¹⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

General recommendations of the cluster: None

General suggestions of the cluster:

A careful review of the CVs of the academic and invited staff involved in implementing the program revealed that, in some cases, there is a lack of information about scientific research activities. It is suggested to include detailed information about these activities in the staff's personal files.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s):

- It is recommended that the university review the qualifications and experience of faculty teaching specialized courses like 'Healthcare Marketing,' where some instructors may lack both academic and professional expertise in the field. Ensuring instructors have relevant qualifications and practical experience will improve the quality of education and better prepare students for success in healthcare marketing.
- Some invited professors teach a significant number of courses, creating a high concentration of responsibilities among a few individuals. This over-reliance risks burnout, limited flexibility, and disruptions due to unforeseen circumstances. For the 'Healthcare Management' program, where diverse expertise is crucial, this could impact quality and sustainability. It is advised to monitor staffing levels and take proactive steps to ensure the program's long-term viability.

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s):

It is suggested: Since the academic staff, in some cases, are more specialized in education or management, it would be beneficial to organize events in the future to address this gap. These could include training sessions, workshops, and similar activities.

Evaluation

| Component 4.1 Human resources | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <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.

The HEI has established transparent qualification requirements for supervisors. These requirements align with the standards for Master's and Doctoral-level supervision, reflect the specifics of the program, and adhere to international best practices.

Given the specificity and development of the field, each Master's or Doctoral student's scientist is equipped with the latest knowledge, has actively participated in scientific studies, and has published a scientific paper. Additionally, they possess relevant professional experience aligned with the general theme and direction of the student's thesis.

| Programme 4 (Marketing, PhD, VIII) | | | |
|--|--------------------------|--|--|
| Number of supervisors of Master's/Doctoral theses | These supervisors | Including the supervisors holding PhD degree in the sectoral direction²⁰ | Among them, the affiliated academic staff |
| Number of supervisors of Master's/Doctoral theses | 4 | 4 | 3 |
| - Professor | 2 | 2 | - |
| - Associate Professor | 2 | 2 | 2 |
| - Assistant - Professor | - | | - |
| Invited Staff | | | — |
| Scientific Staff | | | — |

Description and Analysis - Programme 4 (Marketing, PhD, VIII)

Doctoral programs at the university are governed by the Statute of Doctorate, which regulates the implementation of all processes related to the doctoral program. This ensures a structured and standardized approach to managing the program. By this statute, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has a qualification/academic degree and/or professional experience relevant to the topic and problem of the dissertation, the scientific supervisor must have research experience in the scientific field related to the topic of the doctoral student's dissertation;

As part of the program, five professors are being considered as potential scientific supervisors for the doctoral dissertation. They are distinguished by their considerable professional work and academic experience, making them well-qualified for this role. As evident from the presented lists, Supervisors possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programs, and published numerous publications and articles. The document provided by the university indicates that the supervisors involved in the program have achieved various scientific research outputs over the past five years. However, this is not always evident in their personal CVs.

According to the Statute of the Caucasus Business School, the roles and responsibilities of the academic manager of the doctoral program are clearly defined. The academic manager is responsible for providing technical support and directly monitoring the educational activities of the doctoral program. Additionally, they ensure the effective management and overall efficiency of the program.

²⁰ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Supervisors provide significant support to PhD students and are actively involved in the topic selection process from the outset. As mentioned during the interview, selecting a suitable, relevant, and realistic topic is considered highly important. Due to their extensive involvement in academic activities, they supervise approximately two students per semester.

The Research Facilitation Department has been established to plan, implement, and coordinate activities that promote research across the schools of Caucasus University, including research and development initiatives. The department supports internationalization by initiating joint research projects with academic staff from partner universities and encourages the involvement of academic staff, doctoral students, and postgraduate students.

To analyze the research activities conducted by academic, scientific, and invited staff at Caucasus University, the Research Facilitation Department gathers and regularly updates records of scientific papers published under the university's institutional affiliation. Additionally, it collects information on research projects submitted to local donor organizations. As the head of the department explained during the interview, the center consists of 15 employees. They actively collaborate with students and stakeholders and are always available to provide advice and support.

| Programme 6 (Educational Leadership and Management, MA, VII) | | | |
|---|--------------------------|--|--|
| Number of supervisors of Master's/Doctoral theses | These supervisors | Including the supervisors holding PhD degree in the sectoral direction²¹ | Among them, the affiliated academic staff |
| Number of supervisors of Master's/Doctoral theses | 7 | 4 | 3 |
| - Professor | 1 | 1 | - |
| - Associate Professor | 4 | 3 | 3 |
| - Assistant-Professor | - | | - |
| Invited Staff | 1 | 1 | — |
| Scientific Staff | | | — |

Programme 6 (Education Leadership and Management MA)

The supervisor can be an academic staff member of the Caucasus University - a professor or an associate professor from the School of Public Administration, as well as from other schools of the University. The thesis supervisor can also be a guest lecturer with relevant competence from another university or other institution. The scientific supervisor of the master's student is obliged to help the master's student in formulating the research goal, drawing up the research design and selecting suitable academic literature. The supervisor should check the process of working on the topic step by step, make remarks and, in case the research goes in the wrong direction, indicate to the master's student to make the necessary corrections. In the cases determined by the regulations, the head of the thesis must present the conclusions in writing and participate in the commission sessions.

²¹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

The presented programme is newly developed and poses a significant challenge in the modern educational landscape, given the limited availability of education management and leadership programmes. This naturally entails certain difficulties. Specifically, an analysis of the CVs of academic and invited staff, along with insights gathered from interviews, has revealed several key issues:

The potential supervisors for qualifying theses primarily specialize in one field – either education or management. Therefore, integrated expertise in education management, combining knowledge and skills from both domains, is crucial for achieving the programme's outcomes. For example, an academic staff member from the education sector may have significant, valuable work experience in managerial positions within the education field; however, their research focus may not extend to the topics of education management and leadership. This situation suggests that, in the early years of the program, it would be beneficial for the supervision of students' master's theses to rely on this synergy, with each thesis having two supervisors/co-supervisors, one from education and the other from management.

A significant challenge also arises in the area of master's research in early childhood education, as the supervision of these research projects, due to their specific nature, will pose a considerable challenge for the programme's staff. This is because scientific research conducted in this field is not currently a strong point for the academic personnel of the program. However, it is important to acknowledge that this issue is widespread in the contemporary educational field and should not serve as an obstacle to the accreditation of the program.

Evidences/Indicators

- Statute of Doctorate;
- Personal files of Supervisors;
- Cluster self -evaluation report;
- Interview results;
- Ratio of Supervisors to Active Master/Doctoral Students.
- Syllabus of master's thesis;
- Regulation on the preparation and defence of the master's thesis of the Caucasus Education School.

General recommendations of the cluster: NONE

General suggestions of the cluster: NONE

Recommendations and Suggestions according to the programmes:

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): NONE

Suggestion(s): NONE

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): NONE

Suggestion(s):

It is suggested, The master's thesis should be supervised simultaneously by two members of the academic staff - education and management specialists.

It is suggested, Programme implementers should identify issues of vocational and preschool education management as research topics for academic or invited personnel to strengthen this research direction over time.

Evaluation

| Component 4.2 Qualification of supervisors of master's and doctoral students | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <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.

The University conducts, analyzes and actively utilizes the results of the evaluation of the program staff and staff satisfaction surveys. The university implements internal quality assurance mechanisms and efficiency evaluation systems to regulate the Quality Evaluation of the Educational Process. These mechanisms ensure that the educational process meets established standards and supports continuous improvement.

For evaluating the educational process quality, the University employs the following mechanisms: The educational process monitoring; Semester evaluation of the lecturers, instructors, professors by the students; Students, personnel, graduates, employer's surveys on the general satisfaction and on the educational programs and processes; Evaluation of the material and human resources required for educational purposes.

The documents and information shared during the interviews offered valuable insights into the use of results for further improvement and the staff support mechanisms in place. These findings highlight a notably positive approach toward continuous development and staff engagement. The management and teaching staff benefit from a wide range of training opportunities, grants, and research exchange programs. The resources allocated to cluster activities are adequate, supporting their proper development.

Notable progress has been observed in promoting internationalization, particularly in the support of research and participation in academic events abroad. During the interviews, a clear description of current actions and well-conceived plans for further development were presented. This direction is commendable, and efforts to strengthen it further are highly encouraged.

Within the framework of cooperation with local and foreign universities, the academic and invited staff of the University has the opportunity to participate in various international events. Caucasus University holds international scientific conferences almost every year and publishes a collection of conference papers. As highlighted during the interview with the academic staff, students evaluate their lecturers at the end of each course. The results of these evaluations hold significant value for the academic staff, providing meaningful insights that contribute to their professional development and the enhancement of the educational process.

It was also revealed during the interview that, based on the evaluation results, the university actively supports academic staff by providing them with regular information about various projects and grants. Engagement in these initiatives is encouraged, with participation depending on their individual workload.

Caucasus University operates a training center that provides tailored training programs for staff in relevant fields of activity. These programs are designed based on the university's assessment of existing needs, ensuring that employees receive targeted and effective skill development.

Caucasus University actively supports the professional growth and development of its employees by financing external trainings and workshops. Additionally, the university has implemented and funded various initiatives, including events, trainings, seminars, and master classes, to ensure continuous skill enhancement and career development for its staff.

The university has presented the document titled "Academic Staff Scientific Productivity Evaluation System," which outlines the following: A1, A2, A3, A4a, A4b and B type labor contracts can be signed with the academic staff of the Caucasus University. Type A labor contract is signed with affiliated, and type B - non-affiliated academic staff. Depending on the type of employment

contract, the requirements set for academic staff in the research part are different. Type A labor contracts are signed with affiliated academic staff, while Type B contracts are for non-affiliated academic staff. The requirements for academic staff in the research component differ based on the type of employment contract. The above-mentioned points regarding the scientific productivity evaluation were also reflected in the results of the interview.

The distribution of results for individual types of research activities, including the Key Performance Indicators and the hourly workload required for their completion, are approved by the university's governing board.

Evidences/Indicators

- Memoranda, agreements;
- Research Facilitation Department Annual Reports;
- Cluster self -evaluation report;
- Interview results;
- Academic Staff Scientific Productivity Evaluation System;
- Information on meetings / events held within the framework of international projects on the University website: <https://www.cu.edu.ge/ka/news-page>.
- Information of scientific activities, Participation in research projects.
- International mobility statistics;
- CU website.

General recommendations of the cluster: None

General suggestions of the cluster:

Interviews with program staff revealed that, in some cases, they are not adequately informed about opportunities to participate in intra-university grant activities. Improving awareness in this area would help strengthen their scientific research activities. It is suggested to actively inform academic staff about these opportunities and encourage their participation.

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

Evaluation

| Component 4.3 Professional development of academic, scientific and invited staff | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4.4. Material Resources

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

During the visit, it was observed that the university provides a well-established and comprehensive range of resources to support its educational programs. The programs, grouped in a cluster, are equipped with a sufficient quantity and high quality of library, material, laboratory, informational, and digital resources that are essential for achieving the intended objectives and learning outcomes. The institution ensures regular updates to the program's library, materials, and digital resources, maintaining the relevance and effectiveness of the content provided.

The library holds all core literature specified in the syllabi, along with additional teaching materials, including a wide array of electronic resources. This comprehensive collection supports the achievement of the program's learning outcomes. Furthermore, students have access to modern scientific periodicals, digital resources, and international electronic library databases, which help them stay informed about the latest scientific advancements in their field, further contributing to their academic and professional development.

Informational and digital resources are readily available to both students and staff, ensuring equitable access to the tools needed for success. The availability and proper utilization of these resources are clearly communicated to students, who are well-informed about how to make the best use of them for their academic work. Additionally, both staff and students engaged in the program are provided with appropriate resources to support the use of electronic, distance learning, and assessment methods, facilitating a flexible and modern approach to the educational process

Description and Analysis - Programme 1 (Name and Level)

The university provides students and academic staff with unrestricted access to its infrastructure, material, and technical resources, which are integral to achieving the learning outcomes outlined in the educational programs. These resources are fully aligned with the program's objectives and contribute to the effective delivery of the curriculum.

The university's library offers a wide range of printed and electronic materials that support the undergraduate educational programs. The library maintains a collection of 23,651 printed books and 7,986 electronic resources, which are available to students, academic staff, and visitors. The library also features an electronic catalog, a reading hall with appropriate equipment, such as computers, chairs, and tables, and a multifunctional copier that can be used with the assistance of library staff. In addition, students can access the internet and international electronic resources, such as EBSCO HOST, Legal Source, MEDLINE, Scopus, and others. The library

also provides access to a variety of scientific journals, including Cambridge Journals Online, SAGE Journals, and Taylor and Francis, among others.

The physical resources of the university further contribute to the effective management of educational and administrative processes. Since the 2017-2018 academic year, Caucasus University has operated in a newly renovated building located at 1 Paata Saakadze Street in Tbilisi, with a total area of 11,179 square meters, 5,021 square meters of which is dedicated to teaching spaces. The university has invested 12 million GEL in the renovation and equipping of the building. The facilities include 63 lecture halls, a conference hall, recreational spaces, administrative areas, a library (265 square meters), laboratories, group work spaces, and cafeterias, all designed to provide an optimal learning environment. Moreover, the building is equipped with modern technologies for startup accelerators, such as VR technology, "Smart boards," and other advanced equipment.

The infrastructure also includes reliable power supply systems, well-maintained sanitary facilities, and adherence to hygiene standards. The premises are equipped with proper lighting, ventilation, and heating systems. The university's facilities are accessible to people with special needs, featuring ramps, elevators, and other adaptations. Security is ensured by the "Magistri" security service, with surveillance cameras installed across the campus, and the premises are equipped with firefighting and medical assistance systems.

Information and communication technologies at the university are also in line with modern requirements. There is a laboratory with computer equipment that supports the academic programs and is connected to the internet. All classrooms and the library are equipped with multimedia projectors and personal computers. In addition, the university has more than 380 computers and modern photocopier equipment, along with organizational technical tools such as printers, scanners, and "smart boards." Wi-Fi is available throughout the university, and all administrative staff are provided with computers and internet access. The university's computer network is supported by advanced infrastructure, including five servers, network switches, and a global internet connection of 400 Mbps, ensuring efficient access to information and communication resources.

The infrastructure and resources provided by Caucasus University meet the requirements necessary for delivering the educational program and achieving the desired learning outcomes. The university's material and technical resources are fully in compliance with regulations, ensuring that students and staff have the necessary tools and support to excel in their academic and professional pursuits.

Evidences/Indicators

- Cluster self-evaluation report;
- Documentation on physical and digital resources;
- Program budget.
- Interview results;
- School regulations;
- CU website.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: None Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| | | | | |
|----------------------------------|----------------------------|--|--------------------------------------|-----------------------------------|
| Component 4.4 Material resources | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|----------------------------------|----------------------------|--|--------------------------------------|-----------------------------------|

| | | | | |
|--|---|--------------------------|--------------------------|--------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | 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.

During the visit, it was noted that the budget for the educational program, as well as the cluster of higher educational programs, faculty, and school, clearly stipulates the necessary financial support provided by the higher education institution (HEI). The allocation of financial resources to the program is both feasible and sufficient, ensuring the long-term sustainability and effective operation of the program. The budget outlines the various sources of financial support for the program, including both permanent and one-time funding, thereby guaranteeing that the program remains adequately supported and can continue to meet its objectives over time.

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

In the budget for the **Program 1 - Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)** the university has calculated income for 90 students, totaling 2427300 GEL. This budget includes detailed expenses for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs. Consequently, the financial support for this educational program is economically feasible.

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

In the budget for the **Program 2 - Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)** the university has calculated income for 90 students, totaling 2427300 GEL. This budget includes detailed expenses for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs. Consequently, the financial support for this educational program is economically feasible.

Programme 3 (Healthcare Management, BA, VI)

In the budget for the **Program 3 - (Healthcare Management, BA, VI)** the university has calculated income for 30 students, totaling 629100 GEL. This budget includes detailed expenses for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs. Consequently, the financial support for this educational program is economically feasible.

Programme 4 (Marketing, PhD, VIII)

In the budget for the **Program 4 - (Marketing, PhD, VIII)** With 10 students enrolled, the income is **90,000 GEL** less than the required program expenses of **192,685 GEL** (for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs). To address this shortfall, financing will be provided from the university's reserve fund, which amounts to **150,000 GEL**.

Programme 5 (Public Administration, BA, VI)

In the budget for the **Program 5 - Public Administration, BA, VI** the university has calculated income for 25 students, totaling 524250 GEL. This budget includes detailed expenses for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs.

Consequently, the financial support for this educational program is economically feasible.

Programme 6 (Educational Leadership and Management, MA, VII)

In the budget for the **Program 6 -Educational Leadership and Management, MA, VII** the university has calculated income for 15 students, totaling 148500 GEL. This budget includes detailed expenses for academic and invited staff salaries, library and infrastructure maintenance, scientific research expenses, expenditures for university administration and other necessary costs.

As mentioned above, the program budget is calculated for **15 students**, at which point the program may require funding from the university's reserve fund. As clarified during the interview with the university administration, the program can be financed from the reserve fund if necessary.

However, to achieve the required level of student enrollment and ensure budget sustainability, it is suggested to focus on attracting more students by conducting marketing activities, utilizing social media platforms, and implementing other necessary promotional strategies.

Evidences/Indicators

- Cluster self-evaluation report;
- Interview results;
- Program budget.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: None Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| Component 4.5 Programme/faculty/school budget and programme financial sustainability | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|---|--------------------------|--------------------------|--------------------------|
| Programme 2 (Business Administration, BA, VI (ENG)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Compliance of the programmes with the standards

| 4. Providing Teaching Resources | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | X | <input type="checkbox"/> | <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.

The Quality Assurance Department is responsible for quality provision processes at the University, functions and working rules of which are defined by the legislation of Georgia, University mission and strategy, and international experience in the field of higher education.

Accordingly, the Quality Assurance Department is guided in its activities by the following documents: Law of Georgia „On Education Quality Improvement“; Standards for authorization of higher education institutions and accreditation of higher education programs; Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-2015); University Charter; University mission and strategic development plan; Regulations of Quality Assurance Department, etc.

The Quality Assurance Department conducts activities in several core areas, including: development of university internal policy for quality provision; participation in the process of development of a new educational programs; support to raise teaching/learning and scientific study quality; provision of compliance with authorization and accreditation standards; evaluation of educational programs, university services and institutional effectiveness; organization of development of questionnaires and interviews, analysis of the results and development of corresponding recommendations etc.

The objectives, tasks, procedures, and responsibilities of stakeholders involved in the development of educational programs are outlined in the document titled “The regulation of planning, drafting, implementing and developing educational programs”. This document details the processes for planning, designing, developing, and evaluating educational programs step-by-step.

The quality assurance mechanisms implemented at the university, as well as the interview results, confirm that program quality assurance is based on the principle of "Plan, Do, Check, Act". Program staff collaborates with the quality assurance department when planning the process of program quality assurance, creating assessment instruments, and analyzing assessment results. For the same purpose, both in-person and online meetings were held during the cluster work. During these meetings, the program's goals, learning outcomes, curricula, and feedback results were discussed and incorporated into the programs. However, it should be noted that during the interviews, some staff members were unable to demonstrate sufficient knowledge and understanding of the procedures for program development, modification, and evaluation. It is recommended that staff be provided with information on the mechanisms and procedures for developing programs, implementing changes, and conducting evaluations.

It should be noted that the self-evaluation report shows the active involvement of the self-evaluation team in the development of both the educational programs and the cluster self-evaluation report. The self-evaluation team included the dean of the Business School, the program heads, as well as academic staff, the administrative director, the quality assurance department, the strategic development department, the international relations and projects department, the personnel management department, the finance department, the marketing and public relations department, the library manager and the employing organization representative. The self-evaluation team held several meetings to discuss program objectives, learning outcomes, and issues related to the self-evaluation report, such as data collection, analyzing and evaluation.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;
- Quality Assurance Mechanisms;

- Interview Results.

General recommendations of the cluster: It is recommended that staff be provided with information on the mechanisms and procedures for developing programs, implementing changes, and conducting evaluations.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| Component 5.1 Internal Quality Evaluation | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |

5.2. External Quality Evaluation

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

The external evaluation instrument for the university is the accreditation and authorization processes conducted by the National Center for Educational Quality Enhancement. The program team generally considers the recommendations provided by experts during authorization and accreditation, implementing appropriate changes to the programs. The university also collaborates with local and international stakeholders and experts in the field to evaluate the programs.

According to the Self-Evaluation Report of the cluster submitted by the Higher Education Institution, along with the supporting documentation and interviews conducted during the accreditation visit, the programs were evaluated by both local and international experts from partner universities and the labor market. However, the evaluations were conducted on an individual basis, rather than from a cluster perspective. In the reports provided by the external evaluators, the objectives, learning outcomes, curricula, and courses of the programs were studied and analyzed. However, the external evaluation reports lack an in-depth analysis of program objectives, learning outcomes, curricula, training courses and the academic/invited staff qualifications. In the external evaluation process, it is suggested to evaluate programs in clusters and conduct an in-depth study of programs' components.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;
- Report of External Expert;
- Interview Results.

General recommendations of the cluster: None

General suggestions of the cluster: It is suggested to conduct a meaningful and comprehensive external evaluation that includes both cluster-based and individual external evaluations.

Recommendations and Suggestions according to the programmes: None

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): None

Evaluation

| Component 5.2 External Quality Evaluation | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | x | <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.

The monitoring and periodic evaluation of programs at the Caucasus university are conducted according to the rules and procedures established by the Quality Assurance Department. The primary goals of educational programs monitoring and evaluation are to assess implementation quality, teaching, learning, and research processes, university services, and alignment with labor market needs.

Presented programs monitoring and periodic review are conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates and employers through systematically collecting and analyzing information. For the same purpose, Caucasus University has developed various survey forms, including: satisfaction questionnaires for students, academic/visiting/administrative staff, alumni, and employers; a questionnaire for evaluating the learning course and lecturer, as well as administrative departments; the university has implemented a practice for evaluating scientific supervisors of master's and doctoral theses; Conceptual maps have been developed for programs grouped into clusters, including maps for goals and learning outcomes, curriculum maps, and learning outcomes assessment plans. Furthermore, students' academic performance data is analyzed every semester and compared against target benchmarks.

The presented programs are modified and adapted based on an analysis of assessment results. Although the university's Quality Assurance Department and the school administration have implemented various activities during the evaluation process of the programs submitted for accreditation, it is noteworthy that interviews with students and alumni revealed that they were not actively involved in the development of the educational programs. Specifically, they did not

confirm their participation in surveys or working groups. In response to the experts' question about whether they had any recommendations for the existing programs, students and alumni identified issues such as: the enrichment of the program with field-specific subjects (e.g., in healthcare management), the inclusion of irrelevant subjects in the curriculum, and the lack of practical learning opportunities and fieldwork, which were highlighted as common challenges across all programs. It is essential that student and alumni engagement practices be actively incorporated into the process of modifying, updating, or developing educational programs.

In order to determine the relevance of the educational programs presented in the cluster and the needs of employers, the university surveyed employers and conducted a large-scale labor market study. It is noteworthy that the labor market research document on education leadership and management program shows limited emphasis on the needs at the higher and vocational education levels. It would be beneficial for the labor market study to include employers from all levels and sectors of education (e.g., preschool, schools, universities, colleges, vocational institutions).

In the process of monitoring and evaluation of the programs submitted for accreditation, the programs are compared with similar programs of universities in Georgia and abroad, during which similarities and differences are identified. This approach is used to share and implement the best practices.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;
- Quality Assurance Mechanisms;
- Labour market research;
- Similar Programs Benchmarking;
- Questionnaire forms;
- Educational Programs' Maps;
- Interview Results.

General recommendations of the cluster: None

General suggestions of the cluster: It is suggested that students and alumni engagement practices be actively incorporated into the process of modifying, updating, and developing educational programs.

Recommendations and Suggestions according to the programmes:

Programme 1 (Business Administration, BA, VI (GEO) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Business Administration, BA, VI (ENG) (Specializations: Finance, Marketing, Management)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Healthcare Management, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 4 (Marketing, PhD, VIII)

Recommendation(s): None

Suggestion(s): None

Programme 5 (Public Administration, BA, VI)

Recommendation(s): None

Suggestion(s): None

Programme 6 (Educational Leadership and Management, MA, VII)

Recommendation(s): None

Suggestion(s): It is suggested to conduct a comprehensive labor market study for the Education Leadership and Management program, which would reflect the needs and challenges across all levels and sectors of education.

Evaluation

| Component 5.3. Programme Monitoring and Periodic Review | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|-------------------------------|--|--|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership) | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--------------------------|--|--|--|--|
| and Management, MA, VII) | | | | |
|--------------------------|--|--|--|--|

Compliance of the programmes with the standards

| 5. Teaching Quality Enhancement Opportunities | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|--|----------------------------|--|--------------------------------------|-----------------------------------|
| Programme 1 (Business Administration, BA, VI (GEO)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 2 (Business Administration, BA, VI (ENG)) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 3 (Healthcare Management, BA, VI) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 4 (Marketing, PhD, VIII) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 5 (Public Administration, BA, VI) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Programme 6 (Educational Leadership and Management, MA, VII) | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |

Attached documentation (if applicable):

Name of Higher Educational Institution

Caucasus University LLC

Name of Higher Educational Programmes, Levels:

Program 1 - Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management)

Program 2 - Bachelor's Program in Business Administration (Specializations: Finance, Marketing, Management) (delivered in English)

Program 3 - Bachelor's Program in Healthcare Management

Program 4 - PhD Program in Marketing

Program 5 - Bachelor's Program in Public Administration

Program 6 - Master's Program in Educational Leadership and Management

Compliance of the programmes with the standards

| Contents Standard | 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme | 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering | 3. Student Achievements, Individual Work with them | 4. Providing Teaching Resources | 5. Teaching Quality Enhancement Opportunities |
|--|--|---|--|---------------------------------|---|
| Programme 1 (Business Administration, BA, VI (GEO)) | Substantially complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |
| Programme 2 (Business Administration, BA, VI (ENG)) | Substantially complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |
| Programme 3 (Healthcare Management, BA, VI) | Complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |
| Programme 4 (Marketing, PhD, VIII) | Complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |
| Programme 5 (Public Administration, BA, VI) | Complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |
| Programme 6 (Educational Leadership and Management, MA, VII) | Complies with requirements | Complies with requirements | Complies with requirements | Complies with requirements | Substantially complies with requirements |

Signatures

Chair of Accreditation Experts Panel

Muhammad Abdul Rauf,



Of the member(s) of the Accreditation Experts Panel

Sofia Lebanidze



Zakaria Kitiashvili

S. Chikhladze

Kristine Chikhladze

K. Chikhladze

Maia Chincharashvili

M. Chincharashvili

Natia Gegelashvili

N. Gegelashvili

Tamaz Uzunashvili

T. Uzunashvili