**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Business Administration, Joint BA, Bachelor

Caucasus University – Rennes school of Business

Evaluation Date(s)
November, 27, 2024

Report Submission Date
21/02/2025

Tbilisi

Information about a Higher Education Institution

Name of Institution Indicating its Organizational Legal Form	1. Caucasus University, Georgia, Limited Liability Company 2. Rennes School of Business, France, Private Business School École Supérieure de Commerce
Identification Code of Institution	1. 205050567 2. 3783271400014 at Registre du Commerce in France
Type of the Institution	1. University 2. Business School

Expert Panel Members

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Member (Name, Surname, HEI/Organisation, Country)	Vazha Kelikhashvili, Georgian Aviation University, Georgia.

I.   Information on the education programme

Name of Higher Education Programme (in Georgian)	ბიზნესის ადმინისტრირების (რენის ბიზნესის სკოლასთან, საფრანგეთი) ერთობლივი საბაკალავრო საგანმანათლებლო პროგრამა
Name of Higher Education Programme (in English)	Joint Bachelor Programme (with Rennes School of Business, France) in Business Administration
Level of Higher Education	Bachelor
Qualification to be Awarded	Bachelor of Management
Name and Code of the Detailed Field	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education	N/A
Language of Instruction	English
Number of ECTS credits	184
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited, Decision no. 444229 from 15.04.2022
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	N/A

II. Accreditation Report Executive Summary

- **General Information on Education Program**

Accreditation experts' visit has been conducted at the Caucasian University for the Joint Bachelor Program in Business Administration, counting 184 ECTS. The program was developed in collaboration with Rennes Business School (RBS), France. The program was developed during 2021, was accredited in 2022 and the first intake was in the academic year 2022-2023.

The joint program in Business Administration counts 184 ECTS, distributed as follows – 60 ECTS for first semester, 60 ECTS for the second one, and 64 ECTS for the third year. Distribution of credits per program is 160 ECTS for Mandatory/Core Education courses, 24 ECTS for Elective Courses. The length of the program is 3 years (6 semesters). During the final semester, students work on their bachelor's thesis, which runs in parallel to an eight week-long internship.

The program is structurally divided into a 2 + 1 teaching model, which involves studying in the Caucasus Business School for the first two academic years and studying in the Rennes Business School for the third year.

The implementation of the programs is done at CU by Caucasian Business of School, at 1 Paata Saakadze St, Tbilisi 0102, Georgia and at Rennes Business school at 2 Rue Robert d'Arbrissel, Rennes 35065, France.

- **Overview of the Accreditation Site Visit**

Before the accreditation site visit, the members of the Expert Panel got access to the OneDrive disc. The disc contained the Self-Evaluation Report (SER) and supporting documentation (a detailed specification of the programs including curriculums, study plans, syllabi of the courses, lists and personal data of implementation staff, information on learning outcomes, evaluation, internal quality assurance mechanisms, etc.) in English and Georgian languages.

The Expert Panel conducted a site visit at the Caucasian University on November 27, 2024 according to the pre-developed agenda. The Panel performed the interview sessions with the following groups: administrative staff, self-evaluation team, academic and invited staff of all programs, head of the programs, students and the alumni of all programs, the employers, and the QA service representatives. During the visit, the Panel requested additional documents, and the institution submitted them later.

During the visit the Panel received a tour of the university buildings and was introduced to the material and technical base available for the study process, including the library and other facilities.

At the end of evaluation, the Panel met with university representatives to present the initial findings. The visit was progressing in a collegial and constructive environment.

The Expert Panel expresses its sincere thanks for the cooperation of all participants and their involvement in the discussions during the site visit.

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

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

- **Recommendations**
- 1.2.1 It is recommended to revise the P.L.O.2 and P.L.O.5 learning outcomes to incorporate more specific details, ensuring that their measurement mechanisms are clearly defined
- 1.4.1 It is recommended that the "Fundamentals of Management" course be added to the program as a mandatory requirement and designated as a prerequisite for specialized management courses.

- **Suggestions for Programme Development**
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  - 1.3.1 It is suggested to distribute the levels of achievement of learning outcomes in a logical sequence: introduction, deepening, and consolidation. This approach is particularly important for training courses where the principle of progressive learning is currently not followed. The distribution of courses should ensure the gradual deepening of knowledge and the continuous development of competencies throughout all three years of study. This will facilitate the more effective achievement of learning outcomes and support the logical progression of students' academic development.
  - 1.5.1 It is suggested to have the same structure of syllabi and same evaluation system, according to the programme of the study program;
  - 1.5.2 It is suggested to review all subjects, in order to supplement it with more actual literature, and to add some supplementary reading for students who want to go deeper in the subject.
  - 2.2.1 It is suggested that Caucasus University regularly receives updates from RSB regarding the list of companies offering internships and the number of students participating in internships.
  - 5.1.1 Since the BA program is a joint effort, it is suggested that representatives from the University of Rennes be integral members of the one unified and approved self-evaluation team.
  - 5.2.1 It is suggested that CU develop a specific template for external peer review to ensure consistent and comparable external quality assurance.

- **Brief Overview of the Best Practices (if applicable)**
- Shared quality culture and branding as a reputable business education provider.
- A student-centered approach and strong connections with alumni.

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

The panel expert group has studied the opinion of Caucasus University referring the results of the evaluation of Joint Bachelor Program (with Rennes School of Business, France) in "Business Administration" and decided to maintain its opinion.

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

The joint Bachelor's program in Business Administration, developed in collaboration with the Rennes Business School, France, was established in the years 2021-2022 and accredited in 2022. After the first accreditation of the programme, changes were implemented, including:

- The course Sales Management was replaced by the course Introduction to Logistics and Supply Chain Management (5 ECTS);
- In the third academic year, the following courses were added to the program: International Business Environment (4 ECTS) and Research Methods for Bachelor's Thesis (2 ECTS);
- Business Ethics course was replaced with the Mindful Decision Making (4 ECTS);
- The distribution of credits for the Bachelor Thesis course was revised from 10 ECTS credits to 6 ECTS credits;
- In the third year, the allocation of credits for French language proficiency was defined as 2-2 ECTS credits;
- Merchandising course was replaced with Brand Management and Sustainability (4 ECTS);
- Marketing Metrics course was replaced with Consumer Behavior (4 ECTS);
- The title for the course Entrepreneurship and Innovation Management: Fundamentals has been revised as Entrepreneurial Thinking and Innovations.

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 HEI. 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.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and 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.

The objectives of the joint Bachelor of Business Administration program (with Rennes Business School, France) are clearly articulated across four main dimensions.

1. **Theoretical Knowledge and Practical Skills**: The first objective emphasizes equipping students with comprehensive theoretical knowledge and practical skills in the foundational and functional areas of business administration. It effectively delineates the scope of knowledge and skill acquisition while maintaining a balance between theoretical understanding and practical application.

2. **Managerial Skills Development**: The second objective focuses on cultivating the skills necessary for entry-level and mid-level managerial roles. It explicitly identifies the target employment levels and highlights the potential for career opportunities in both local and international organizations. The objective also emphasizes achieving effective job performance as a measurable outcome.

3. **Entrepreneurial Skills and Knowledge**: The third objective targets the development of the theoretical knowledge and practical skills required for entrepreneurial activities. This goal is particularly relevant as it addresses the critical need for fostering self-employment and business creation skills, which are essential in today's labor market.

4. **Values and Ethical Competence**: The fourth objective centers on instilling values that ensure students become competitive, highly qualified, and ethically responsible professionals. This focus on ethical responsibility is vital within the broader framework of social responsibility.

The realism and feasibility of these objectives are underpinned by the significant resources allocated to the program. The academic staff comprises highly qualified professionals with extensive local and international experience, alongside field-specific experts. The program's material and technical infrastructure, including state-of-the-art facilities, advanced technical equipment, and an extensive library, further support the attainment of its objectives.

Additionally, the program benefits from an extensive partnership network, which includes Rennes Business School as an international academic partner, along with numerous business organizations, government agencies, and professional associations. This collaborative network significantly enhances the program's capacity to achieve its stated objectives.

The achievement of the program's objectives is supported by a well-structured curriculum designed (the advantages and disadvantages of the program structure are described in detail in Component 1.4.) on the principle of progressive learning, which ensures a balanced integration of theoretical knowledge and practical application. The curriculum is further enriched by diverse teaching methodologies, including interactive learning and project-based approaches, which significantly contribute to meeting the program's goals.

The program's quality assurance mechanisms—such as a comprehensive monitoring system, regular evaluations, and robust feedback processes—facilitate its continuous improvement, enhancing the effectiveness of achieving the stated objectives.

The program's duration of three years, its rational allocation of 184 ECTS credits, and the provision of necessary language support for English as the medium of instruction underscore its accessibility and global orientation. Furthermore, the availability of international mobility opportunities strengthens the program's ability to meet its goals and align with global academic standards.

Labor Market Relevance

The university's labor market research highlights the significant demand for managerial roles, which constitute 17% of the workforce and saw an 8% increase in 2022. Managers in this field command an average salary of 2,280 GEL, the highest among surveyed professions.

During the past year, 10,149 managerial vacancies were announced across various sectors, with 12% remaining unfilled, particularly in sales, marketing, and administrative positions. Projections indicate a 9% increase in managerial roles over the next five years, demonstrating the growing demand for skilled professionals in this domain.

From an educational perspective, 40% of organizations require a master's degree with relevant work experience for senior and middle-level managerial positions, while 57% prioritize candidates with higher education. Business administration stands out as one of the top priority disciplines, accounting for 14% of the preferred specialties.

In terms of skills, 74% of employers demand proficiency in English, 83% value computer literacy, and 92% prioritize communication and socio-emotional competencies.

The research also emphasizes the growing international dimension of the labor market, marked by an increasing number of foreign entrepreneurs, a rising presence of international companies, and a growing population of foreign students.

These findings affirm that the Bachelor of Business Administration program is well-aligned with labor market needs, particularly in fostering managerial skills and preparing graduates to excel in a dynamic and competitive professional environment.

The employer survey highlights key findings regarding the skills and competencies valued by organizations. Employers prioritize theoretical knowledge relevant to the position, practical experience, soft skills, English language proficiency, and computer skills, particularly advanced expertise in Excel.

One notable aspect of the employment process is that direct hiring for entry-level positions is less common. Companies often prefer internship programs, where the selection process typically involves tests for specific knowledge, analytical skills, foreign language proficiency, and soft skills assessment.

Employers identify several strengths among graduates of Caucasus University. These include discipline, technical skills, and strong theoretical knowledge, as well as high motivation, which scored 9.2 out of 10, and work ethic, which received a score of 9.0. Despite these positive

attributes, certain challenges persist. These challenges include teamwork and communication skills, practical skills (rated 7.7 out of 10), proficiency in Excel, and the practical application of foreign language skills.

To address these challenges and better align the program with market demands, employers suggest enhancing focus on areas such as management, marketing, finance, digital skills, social studies, and mathematics, with an emphasis on their practical application.

Employers express high satisfaction with the Business Administration program, giving it a score of 9.7 out of 10 for overall satisfaction and 8.6 out of 10 for their willingness to recommend the program to others. The Career Development Service is also positively evaluated; however, employers suggest creating a unified online platform for job vacancies to enhance communication between students and employers.

Evidences/Indicators

- Self evaluation report;
- Joint Bachelor of Business Administration (with Rennes Business School, France);
- University Mission,
- Labor Market Research,
- Interview Results.

Recommendations to the programme: N/A
Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	☐	☐	☐

1.2 Programme Learning Outcomes

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

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

The analysis of the program objectives and learning outcomes demonstrates significant alignment between the two. The first objective, focusing on theoretical knowledge and practical skills, is effectively reflected in the learning outcomes, particularly in students' understanding of theories, concepts, and analytical skills. The second objective, which pertains to the development of managerial skills, is clearly addressed in learning outcomes related to the practical application of managerial knowledge and communication abilities.

However, the objective of developing entrepreneurial skills is only partially reflected in the learning outcomes, primarily through strategic and analytical skills. To enhance this alignment, it is recommended that entrepreneurial competencies be more explicitly defined in the learning outcomes. The fourth objective, centered on values and ethics, is fully integrated

into the learning outcomes, particularly through the emphasis on global citizenship, social responsibility, and ethical behavior. Overall, while the learning outcomes adequately reflect the program's objectives, there is room to strengthen the entrepreneurial component.

Program Learning Outcomes (PLO) Analysis:

- P.L.O.1 – *"Identifies and describes... Reasons"* is measurable through assessments such as tests, presentations, and written assignments. It is achievable and realistic for the undergraduate level.

- P.L.O.2 – *"Applies in practice... Participates"* needs further specification. The term *"participation"* is insufficiently measurable. It would be beneficial to clarify the expected level and nature of participation required from the student.

- P.L.O.3 – *"Analyzes... Identifies... Draws conclusions"* is well-structured and measurable with specific tasks. It is achievable and realistic for undergraduate students.

- P.L.O.4 – *"Communicates effectively"* is clearly measurable with defined tasks and is appropriate for the undergraduate level.

- P.L.O.5 – *"Describes... applies in practical activities"* requires further clarification. While the descriptive component is measurable, the practical application aspect needs a more explicit definition of how it will be assessed.

Furthermore, the mechanisms for measuring and achieving global citizenship within the program are unclear. The monitoring processes for learning outcomes lack specific indicators for evaluating global citizenship. To address this, it is necessary to revise the learning outcomes to include more precise criteria, particularly for P.L.O.2 and P.L.O.5, to ensure that their measurement mechanisms are well-defined.

The stated learning outcomes are appropriate for the qualification level, align with the detailed field descriptors, and correspond to the qualification to be awarded: Bachelor of Management. The learning outcomes are also consistent with sector-specific characteristics developed based on the national qualifications framework.

The evaluation of the program indicates that it aligns well with the employment requirements of graduates in their professional fields and provides a strong foundation for pursuing further education at the next academic level. The program encompasses a wide range of employment opportunities, including companies across various profiles and industries, the consulting sector, banking and non-banking financial institutions, advertising and marketing research organizations, as well as government and non-governmental sectors.

The program content fully meets contemporary labor market demands by offering training courses that cover all fundamental business functions, integrating practical and theoretical knowledge, and fostering modern business skills. Noteworthy components include digital marketing, business analytics, international business, and professional language instruction.

The program lays a solid groundwork for graduate-level studies by providing robust theoretical knowledge, developing research competencies through the bachelor's thesis, and fostering analytical and critical thinking skills.

To address specific labor market requirements, the program emphasizes the development of managerial skills, the acquisition of practical experience, the enhancement of business communication abilities, and a deeper understanding of the international business environment. The program's courses, content, and teaching methodologies align closely with the field's specific demands and modern market requirements.

Interviews reveal that academic and invited staff, along with students, graduates, and employers, are actively involved in shaping the program's learning outcomes. The implementation team ensures effective communication of these outcomes to all stakeholders, facilitating regular updates and refinements based on their input. This collaborative approach ensures that the program remains responsive to the evolving needs of its stakeholders.

Evidences/Indicators

- Self-evaluation report;
- Joint Bachelor of Business Administration (with Rennes Business School, France);
- University Mission;
- Labor Market Research;
- Interview Results.

Recommendations to the programme:

- 1.2.1 It is recommended to revise the P.L.O.2 and P.L.O.5 learning outcomes to incorporate more specific details, ensuring that their measurement mechanisms are clearly defined.

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	**X**	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➤ Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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.

The assessment of the program's learning outcomes is conducted using both direct and indirect methods. Direct assessment involves analyzing students' academic performance in the program's mandatory components. A learning outcome is considered achieved if at least 80% of students in the group demonstrate a positive result, surpassing the minimum competency threshold.

Indirect assessment relies on indicators such as student enrollment trends, program completion and mobility rates, employment statistics, and stakeholder surveys (including students, academic staff, graduates, and employers). This assessment is conducted annually and informs the program's continuous improvement.

A detailed analysis of the methodology for assessing learning outcomes reveals the integration of direct and indirect assessment methods. Direct assessment results are determined through

various tools, including tests, presentations, and projects, with at least 80% of students expected to achieve positive outcomes. The program structure is organized around five key learning outcomes (PLOs), each assessed through designated courses. The courses are distributed across three academic years, employing three levels of assessment: low, medium, and high. The evaluation process occurs systematically each semester, considering both theoretical and practical components, and follows predefined rubrics.

The alignment between program objectives and learning outcomes is clear, as all outcomes relate to at least two objectives. A mapping of objectives and outcomes demonstrates their coherence, and specific indicators measure the achievement of results.

However, a methodological gap is evident in the mechanism for achieving the learning outcomes. Specifically, the logical progression of introducing, deepening, and reinforcing study courses is inconsistent. This issue is particularly noticeable in the pathway for achieving the first learning outcome (P.L.O.1), which spans the following courses and their corresponding levels:

- Fundamentals of Microeconomics and Macroeconomics (Advanced Level – M)
- Fundamentals of Marketing (Consolidation Level – H)
- Business Statistics (Introduction Level – L)
- Organizational Behavior (Consolidation Level – H)
- Fundamentals of Logistics and Supply Chain Management (Consolidation Level – H)
- Information Systems and Web-Based Operations (Consolidation Level – M)

The sequence of courses disrupts the principle of logical progression. For instance, the program begins with a consolidation-level course (Fundamentals of Marketing) in the first semester, moves to advanced-level subjects (Microeconomics and Macroeconomics) in the first and second semesters, then shifts to an introductory-level course (Business Statistics) in the third semester, before returning to consolidation-level courses.

To ensure a coherent progression of learning outcomes, the course sequence should be revised. The structure must align with the principles of gradual knowledge development, transitioning from introductory to advanced and consolidation levels. This adjustment is essential for students to acquire knowledge in a consistent and effective manner.

(Note: In this document, L stands for familiarization, M for deepening, and H for strengthening.)

The monitoring system ensures regular observation, defines the assessment periodicity, and incorporates feedback and improvement mechanisms. Overall, the document outlines a well-structured system that facilitates effective assessment and monitoring of learning outcomes.

Additionally, during the infrastructure tour, university representatives showcased a digital version of the learning outcomes assessment mechanism. This system serves as an example of best practices in program management, ensuring transparency and efficient monitoring of the learning outcomes assessment process.

Evidences/Indicators

- Self-evaluation report;
- Joint Bachelor of Business Administration (with Rennes Business School, France);
- University Mission;
- Labor Market Survey;
- Interview Results;
- Program Learning Outcomes Map;

- Program Learning Outcomes Assessment Mechanism.

Evaluation

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

1.4. Structure and Content of Education Programme

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

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

The program adheres to the European system of ECTS credit transfer and accumulation, where 1 credit is equivalent to 25 hours. The hours are appropriately divided between contact and independent work, with the semester load being approximately 30 credits, in line with international standards.

The content and structure of the program are consistent with the qualifications required for a Bachelor of Management. It also encompasses all essential business areas, such as marketing and finance. The learning outcomes are logically aligned with the program's objectives and ensure the development of the knowledge and skills necessary for the qualification.

The structure of the program is coherent and well-organized, with core subjects preceding specialized courses and prerequisites clearly defined. For instance, microeconomics is taught before macroeconomics, ensuring a consistent progression of knowledge.

The learning components are logically arranged, progressing from simple to complex. Language courses advance from A1 to B2 levels, while professional subjects build on prior knowledge. The prerequisites are suitable, ensuring that students possess the foundational knowledge needed to tackle more advanced courses, without creating unnecessary barriers to academic progress.

While the structure of the program is generally well-organized, with attention to the logical construction of qualifications and prerequisites, a notable gap is the absence of the course "Fundamentals of Management". This course is a core component of management educational programs and is a necessary prerequisite for courses focused on various functional areas of management.

The "Fundamentals of Management" course ensures that students acquire foundational knowledge about the principles, functions, and processes of management, which is a necessary prerequisite for studying specialized managerial subjects. The absence of this course may negatively affect the consistent assimilation of knowledge by students, as they will be required to study specialized managerial subjects without the appropriate basic theoretical understanding.

It is important to note that the first learning outcome of the program (P.L.O.1. - identifies and describes the main theories, concepts, models, and approaches of business, economics, and management, and discusses them) requires students to understand the core theories of management. Currently, the achievement of this outcome is primarily supported by the "Organizational Behavior" course, which is insufficient to provide a comprehensive introduction to the diverse theoretical foundations of management.

Therefore, it is recommended that "Fundamentals of Management" be added to the program as a mandatory course and defined as a prerequisite for specialized management subjects.

Various stakeholders were actively involved in the program development process.

Evidences/Indicators

- Self-evaluation report;
- Joint Bachelor of Business Administration (with Rennes Business School, France);
- Program learning outcomes.

Recommendations to the programme:

- 1.4.1 It is recommended that the "Fundamentals of Management" course be added to the program as a mandatory requirement and designated as a prerequisite for specialized management courses.

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	x	☐	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

The goals, learning outcomes, evaluation systems, teaching-learning methods, content and mandatory and supplementary literature of the study courses are given in the syllabuses of the program. The credit load of the subjects varies, depending on the total subject workload. The allocation of contact hours and independent study is rational. The contact hours (lectures, Seminar/ Group Work/ Practical Work/ Research Work) are sufficient to support students' learning and achievement of learning outcomes.

The learning outcomes of the study courses of the educational program comply with the learning outcomes of the programs. The content of each course corresponds to the course's learning outcomes. The mandatory reading materials indicated in the syllabuses are mainly based on the current achievements of the field and ensure the achievement of the learning outcomes of the program. The achievement of each learning outcome of the study courses is evaluated. Forms, methods and criteria for evaluation of learning outcomes are described in each study course.

However, there are some suggestions to be made. The syllabi presented with the SER was from Caucasus University and Business School of Rennes. The presented syllabus has 2 distinct templates – one from CU and another one from BSR. Each syllabi of CU has the following structure: General information on the subject– name of the subject, the course code, Status of the Course, ECTS , School, Cycle, Semester; information on lecturer responsable; Prerequisites; distribution of workload; objectives of the course, learning outcomes; compulsory and supplementary literature; teaching methods; requirements for the students; form and criteria of knowledge assessment and evaluation system used; academic calendar per week & content of the course. Each syllabi of RSB has the following structure: general information – name of course, programe, period, coordinator, contact hours, number of credits: prerequisites, Course description; contribution to program learning objectives; learning outcomes; topic covered; teaching methods; methods of assessment; academic integrity, main and additional literature; module plan sessions. It is suggested to have the same structure of syllabi and same evaluation system, according to the programme of the study program. Also, it is suggested to review all subjects, in order to supplement it with more actual literature, and to add some supplementary reading for students who want to go deeper in the subject. Also, during the interview panel, responsibles from CU mentioned that the responsibility for the third year is on Business school of Rennes, so the question should be addressed to their colleagues from BSR. According to national regulation, a joint program is the responsibility of both institutions, this is why it is suggested to build the cooperation based on equal responsibility and both, CU and BSR, work together on assurance of the programme and have the same structure of syllabi.

Evidences/Indicators
- Self-Evaluation Report;
- Program Syllabi;
- Site-visit.

Suggestions to the programme:

1.5.1 It is suggested to have the same structure of syllabi and same evaluation system, according to the programme of the study program;

1.5.2 It is suggested to review all subjects, in order to supplement it with more actual literature, and to add some supplementary reading for students who want to go deeper in the subject.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	x	☐	☐	☐

Compliance of the Programme with the Standard

1. **Educational programme objectives, learning outcomes and their compliance with the programme**	Complies with requirements	☐
	Substantially complies with requirements	x
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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 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 admission process and procedures for the program are carefully structured to comply with national legislation and university regulations. Admission criteria are designed to reflect the specific characteristics of business studies. This ensures that applicants who possess the relevant skills and demonstrate the competencies necessary to succeed in the program are selected.

To be eligible to study in this program, applicants must meet the following requirements:

- Educational Background: The applicant must have a complete general education or an equivalent qualification.
- Unified National Exams: Successful completion of the unified national exams is mandatory for admission.

Certain individuals may be admitted to the program without passing the unified national exams. These include:

1. Exemptions based on Ministerial Order: Individuals covered under the Georgian Ministry of Education and Science Order No. 224/N (December 29, 2011) can enroll without taking the unified national exams, provided they meet specific conditions outlined in this order.

2. Mobility Students: Students transferring from other higher educational institutions can join the program according to Order No. 10/N (February 4, 2010) by the Minister of Education and Science of Georgia, which governs the procedures and fees for such transfers.

These exceptions ensure flexibility in admissions while maintaining the standards set by the Georgian educational system.

Based on the SER, applicants must pass English as a foreign language to enroll in the Joint Bachelor of Business Administration program. Applicants not required to pass English at the Unified National Examinations, they can certify English proficiency at a B2 level through:

- IELTS (minimum score: 6.0)
- TOEFL (minimum score: 78)
- Other recognized B2 level international certificates

Alternatively, they can pass a B2 level English exam administered by the University.

Third year of study, in order to continue the process at Rennes School of Business, students must provide English language certificates 6,0 IELTS, 80 TOEFL or equivalent. Also, in order to continue third year at RBS students should cover all courses of first and second year and earn appropriate ECTS credits.

It was also mentioned during the site visit, the university through regular meetings with the French Embassy facilitate the visa process for students, as their third year is organized at Rennes School of Business (RSB).

Based on the documentation and site visit interviews, the admission requirements for a program are closely aligned with the program's content, intended learning outcomes, level of education, the qualification to be awarded, and the language of instruction.

Evidences/Indicators

- SER;
- Student Personal Archive (for current programs);
- Caucasus University website;
- Educational program;
- Prerequisites for admission to the program.
- Site-visit interviews.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	☐	☐	☐

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

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

As mentioned during the interviews, students have the opportunity to develop practical skills during internships. Rennes Business School is providing support services to find these internships. However, these periods are not included in the general course structure, nor are ECTS credits earned through internships, but it's mandatory for three years. During their third academic year at Rennes School of Business (RSB), students are required to participate in 8-week internships alongside their Bachelor's thesis. The internship offers students the opportunity to engage with real-life issues and practical examples, allowing them to apply theoretical knowledge in a professional setting. Through the internship process, students can study, analyze, and explore relevant topics, enhancing both their academic and practical skills.

Based on the SER and set of interviews, different pedagogical methods during the courses can develop creativity (e.g. brainstorming), practical (e.g. individual and collective projects or case studies) or scientific skills (e.g. analysis and deductive reasoning).

Practical and hands-on skill development is primarily integrated into elective courses taken during the third year at Rennes School of Business (RSB). These courses emphasize group and individual projects designed to help students apply theoretical knowledge and adapt to real business environments.

The third-year bachelor's thesis can develop students' research and scientific abilities.

It should be noted that the Caucasus University has presented memoranda of understanding with Georgian employers, outlining opportunities for collaboration and practical skill development. As internships are coordinated by Rennes School of Business, it is important that Caucasus University regularly receives updates from RSB regarding:

- The list of companies offering internships.
- The number of students participating in internships.

This information exchange will facilitate better coordination and support for students during their internship placements.

Evidences/Indicators
- Memoranda with employers;
- Practical assignments defined by syllabi;
- Student survey results on existing program.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

2.3. Teaching and Learning Methods

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

Analysis of the presented documents, Self-Evaluation Report and the site visit shows the following:

Teaching and learning methods used are diverse and these methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements and ensure their achievement.

Teaching-learning methods ensure interaction both between students and staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at the development of various skills by the student, including critical and analytical skills. At the same time, employers during the site visit notice that students who apply to them for the internship have good quality of the education and they are similar to the general level of the students on the job market reading transferable skills.

The teaching and learning methods of the learning courses of the program correspond to the specifics and content of the course, ensuring the achievement of learning outcomes defined by the syllabus. Teaching-learning methods are flexible and envisage individual needs of students.

In the teaching-learning process, the methods complement each other. The teaching-learning methods of each course are reflected in the syllabus of the relevant course and tailored to the objectives and outcomes of that course.

Individual programs are created and utilized in accordance with the interest and academic readiness of the student.

Individual programs are created and utilized in accordance with the interest and academic readiness of the student.

Academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods.

In case of necessity, HEI ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the program.

University conducts and makes assessment of the students' evaluation survey. The results of the analysis are reflected in the programme.

Evidences/Indicators

- Self-evaluation report;
- Site visit;
- Curriculum and syllabi;
- Student surveys for current programs.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

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

2.4. Student Evaluation

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

Evaluation of students in the university is carried out according to established procedures and is in line with both external and internal university legislation. The students' knowledge is evaluated using a 100-point system, which includes both current and midterm and final evaluations. In each academic course, the student must score at least 51 points from the maximum evaluation in order to be considered as having passed the academic training course, and all of the above is written in detail in the syllabus of each academic training course. It is worth noting that the students are familiar with the evaluation scheme and components, which is confirmed by interviewing the students, while visiting and academic staff ensure that they are familiar with the evaluation criteria.

It is important to note that students are familiar with the assessment system in the syllabus, and that the assessment scheme outlined in the syllabus of the study program complies with the legislation, is reliable, transparent and tailored to the legitimate interests of the student. Also, students receive feedback on learning outcomes, and on the improving of their own strengths, or areas for improvement.

Since the program is a joint program between Caucasus University and the Rennes School of Business, the program includes syllabi developed by the two institutions, which are also

consistent with each other and do not create an obstacle for the students in the third year of study, when they continue their third academic year at the Rennes School of Business in France.

University has developed an assessment appeal process, which is transparent and objective. During the interview panel, the students confirmed that they know the procedure for appealing their marks, but during their studies they didn't appeal to it.

The electronic educational platform functions in the university, through which students receive various information on a permanent basis. It is important to note that the university has acquired a plagiarism detection program, through which papers created within the university are checked.

Evidences/Indicators

- Self-evaluation report;
- Site visit;
- Interviews;
- Educational program;
- Syllabuses of the courses provided by the program;
- Statute on student status;
- Regulations on conducting exams;
- Electronic databases of student academic performance.

> **Recommendations to the programme:** N/A
>
> **Suggestions to the programme:** N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	☐	☐	☐

Compliance with the programme standards

	Complies with requirements	X
2. **Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

In the university, there is an educational process management and student registration service, whose function is to provide information services to students; Issuance of various notices to the student; counseling for him; Receiving student statements and responding to them; Solving the problems created in the educational process for students in the relevant services of the school and university administration.

The student can receive the necessary information, consultation and assistance to plan the educational process and improve the achievements from the academic head of the educational program and the director of undergraduate programs, and in the necessary case, from the dean.

After completing two academic years, students of the joint program travel to France, where they continue to master professional subjects. The main source of motivation for students to study on the program is the double diploma and the experience they gain during their studies abroad. It is worth noting that in order to continue their studies in France, students need an internationally recognized English language certificate, which students are informed about at the beginning of their studies and are simultaneously trained to overcome the barrier.

Although students of the program travel to France in the third year, they have the opportunity to participate in exchange programs in different countries during their first and second years. This is confirmed both by the documentation provided by the institution and by interviews with students.

It's important to note as soon as the student is enrolled in the program, he/she is included in the internal information networks. At the orientation training, they will be given a university email, which gives them the opportunity to be fully integrated in the internal university information space and to provide unhindered information that is distributed through internal networks. This is confirmed by both interviews with students and the information presented.

Evidences/Indicators

- Self-evaluation report;
- Site visit;
- Interviews;
- Structure and regulations of Caucasus University, which describes the functions and responsibilities of the departments;
- Memorandums signed with employers;
- Various activities for career development are posted on the University website;
- Public lectures and workshops or competitions on various topics that are posted on the website;
- Participation in international student exchange programs.
- Ombudsman statute.

Recommendations to the programme: N/A

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Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision – N/A

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

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

Compliance with the programme standards

	Complies with requirements	X
3. **Students Achievements, Individual Work with them**	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

The implementation of the joint undergraduate program in Business Administration involves academic and invited staff. The number of active students accounts to 43. On the other hand, the academic staff is 30 and the invited staff is 10. That leads us to the following indicators:

- Ratio of the number of affiliate academic staff to the number of students enrolled on the programme: 0.21;
- Ratio of the academic/scientific/invited staff to the number of students enrolled on the programme: 0.93;
- Ratio of the academic/scientific staff and invited staff: 3.00.

In addition, it is important to note that 24 lecturers among the full amount of the academic staff are from partner universities. Academic personnel have theoretical and practical experience of working in the relevant field. The given academic staff has a doctoral degree in the relevant field, they have significant practical experience, publications, current research interests, which leads to their active involvement in the educational process.

The scale and design of the program ensures that the number and workload of the academic and invited staff implementing the program are distributed in such a way as to ensure achievement of the learning outcomes defined by the educational program as well as proper performance of the functions assigned to them, including scientific research and creative projects. The head of the program is an associate professor at Caucasus University, who has a rich and long experience in the field of education and training both in Georgia and abroad.

Programme has an academic/scientific and invited staff workload scheme, which is updated every semester. The scheme includes information about academic/scientific and invited staff workload scheme according to the teaching course and workload in all institutions, where he/she holds an academic or scientific position.

In the program description document program hourly calculation is given and, in the Syllabus, hours allocated for student consultation is reported.

Programme students are provided with an adequate number of administrative and support staff with appropriate competence; Qualification of administrative and support staff is consistent with their functions.

Below the analysis of the staff involved in the programme is presented. Analysis of all the documentation including curriculum vitae, academic documentation etc. shows that academic staff have sectoral expertise and hold PhD degrees in the sectoral direction.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated staff
Total number of academic staff	30	30	30	9
– Professor	5	5	5	2
– Associate Professor	12	12	12	6
– Assistant–Professor	13	13	13	1
– Assistant	0	0	0	0

Visiting Staff	10	10	2	—
Scientific Staff	0	0	0	—

Evidences/Indicators

- Self evaluation report;
- The site visit;
- Personal files of academic and invited staff;
- Contracts signed with academic and invited staff;
- Rules for academic and invited staff workload;
- Order of the approval of the program manager;
- School regulations.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students - N/A

The 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.

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.

University has established a Research Facilitation Department to support internationalization and research implementation process. The Research Facilitation Department gathers and regularly updates the scientific papers published under the institutional affiliation of Caucasus University; It also collects information on the research projects submitted to the local donor organizations.

There is a rule for internal university funding of research approved, according to which projects are submitted twice a year - in December and June. The competition commission and external field experts, selects the projects to be funded. The projects already funded are monitored by the Research Facilitation Department and the Finance Department.

Students are required to fulfill questionnaires that cover all directions of course and academic staff evaluation. University carries out comprehensive analysis of the results from the questionnaires. Additionally, academic staff are required to submit a working plan that they

must follow and at the end of the academic year fulfillment of the working plan is evaluated. Based on this information, Evaluation of the academic staff is systematically carried out.

Caucasus University conducts questionnaire-based surveys to evaluate the satisfaction level and needs of the academic staff. based on the results they evaluate and design mechanisms to support professional development of the academic staff.

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. In addition, the University budget envisages Research and Development costs.

Caucasus University has various incentive mechanisms for both students and academic staff. Amongst them, it is worth noting "Students Extracurricular Skills Development Supporting Initiatives University Funding / Co-funding" and "Rule of evaluation of research activities carried out by affiliated academic staff during the academic year".

The university develops various incentive mechanisms for both students and academic staff. It supports researchers with a complete research infrastructure; electronic scientific databases and advice/guidance during the research process.

University is active in conducting and hosting international and local scientific conferences; various academic events; information meetings and training for the academic, scientific and invited staff of Caucasus University.

Evidences/Indicators

- Self evaluation report;
- The site visit;
- Questionnaire for academic staff;
- International mobility statistics;
- Memoranda, agreements;
- Research Facilitation Department Annual Reports;
- Rules and procedures for internal university funding of research, approved by the Governing Board of Caucasus University;
- "Rule for Internal University Funding/Co-funding of Skill Development Initiatives Beyond Students' Extracurricular Programs" approved by the order of the President of the Caucasus University;
- Information on meetings/events held within the framework of international projects on the University website.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional	X	☐	☐	☐

development of academic, scientific and invited staff	

4.4. Material Resources

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

Caucasus University has developed a contemporary environment that promotes learning and gaining practical skills simultaneously. The joint educational program is delivered in Caucasus University and at Rennes School of Business, both campuses are equipped with modern facilities. All the auditoriums are equipped with all the necessary tools that can ensure proper delivery of lectures. The classrooms come with modern equipment and ICT materials including computers with the necessary programs and projectors that are used in information and communication technologies, like. Caucasus Business School also features four rooms dedicated to startup accelerators. These spaces are equipped with modern technologies, including VR systems, recording devices, smart boards, and more, providing an innovative environment for entrepreneurial development. These provide a practical learning process, which is quite necessary for the program students to gain hands-on experience.

The university library is equipped with modern facilities and provides access to a wide range of printed and electronic materials aligned with the undergraduate educational program. The library houses a collection of 23,651 printed units and 7,986 electronic books and publications, available to students, visiting researchers, and academic staff.

An electronic catalog facilitates easy access to resources. The library features a well-equipped reading hall furnished with chairs, tables, and computers to ensure a comfortable and efficient study environment. Additionally, a multifunctional copier is available for student use, supported by three library staff members who are ready to assist as needed. In the reading room, students have the opportunity to use the Internet and international electronic resources, like:

- EBSCO HOST
- Legal Source
- International Security & Counter-Terrorism Reference Center
- MEDLINE with Full Text
- Emerald Accounting, Finance and Economics eJournal
- ScienceDirect
- Scopus
- Sci-val Funding (Funding Institutional)
- HeinOnline
- Taylor and Francis

Scientific journals:

- Cambridge Journals Online
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- European Respiratory Journal
- IMechE Journals
- Mathematical Sciences Publishers Journals
- Open Edition Journals

- Royal Society Journals Collection
- SAGE Journals
- The Company of Biologists' Journals

The electronic catalog is easily reachable via the university's website, which, in turn, enables the ones in search to look through the variety of materials by author, title, or subject. Such a system is put in place to make it easy for the student body and the faculty to seek and utilize the library items. A smart system provides students with convenient access to all necessary literature through digital platforms, ensuring their studies remain uninterrupted regardless of location. This approach enables students to stay updated with current scientific knowledge as outlined in their academic programs.

Rennes Business School has four modernly equipped buildings on a campus with an area of 27,000 m2. The learning center has more than 10,000 press publications and academic journals, 20,000 books and a collection of e-books.

Evidences/Indicators

- Self-evaluation report;
- Material and technical resources of the Universities;
- Access to international library and academic databases;
- Library Book Fund;
- Site-visit interviews.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 **Material Resources**	X	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Caucasus University has presented a comprehensive program budget, including detailed calculations of student numbers and various expense categories. The primary source of funding is student tuition fees, which will cover all the needed expenses. Since the program will be jointly implemented by the two institutions, they have carefully planned the associated costs. According to their projections, potential revenues from student fees will adequately cover all expenses.

In an interview, the Dean of Caucasus University Business School emphasized that this joint program aligns with the university's strategic development goals. The program anticipates 15 new students annually, with an estimated annual cost of €6,100 per student. As noted by the financial manager, RSB requires a mandatory enrollment of 15 students annually. However, the break-even point for Caucasus University is below 15 students, making the program financially sustainable even if the target is not fully met. It was also stated that if revenue fluctuations occur, the university is prepared to finance the program from its central budget.

Thus, the program benefits from two financial resources:

1. Student Fees;
2. Caucasus University's Central Budget.

 Evidences/Indicators

*   SER;
*   Program Budget;
*   Rule of financing/co-financing of students' extra-curricular activities;
*   Site-visit interviews.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	☐	☐	☐

Compliance with the programme standard

4. **Providing Teaching Resources**	Complies with requirements	x
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The internal quality assurance mechanisms of the Caucasus University (CU) are integral to its strategic management and aim to achieve its mission and objectives. This concept relies on systematic and needs-based research and evaluation practices. It involves various tools such as internal program self-evaluation, analysis of students' academic performance, surveys of students and graduates, benchmarking, employer research, self-assessment, and personnel assessments conducted by academic, invited, and administrative staff. It is evident from the analyzed documents and interviews that the development and approval of the programs included in the cluster align with the procedure established by the university's internal regulations. This alignment provides security and compliance, ensuring the programs were developed and approved by the university's standards.

The documents and stakeholder interviews revealed that the program staff collaborated with the Internal Quality Assurance Office. This collaboration underscores the importance of evaluating the program's quality and addressing the challenges identified during the self-evaluation report process. However, the expert panel noted that, since the Bachelor of Arts in Management is a joint degree program, including representatives from the University of Rennes in the self-evaluation team would be beneficial. During the site visit, the expert panel inquired about this, and the higher education institution's (HEI) response indicated that representatives from the French side were also affected in the process. Despite this, the expert group still suggested forming a unified self-evaluation group.

The self-evaluation team, comprising academic and invited staff, faculty administration personnel, and university quality assurance team members, was instrumental in the evaluation process. Furthermore, the heads of the educational program and academic and invited staff mentioned that the faculty and the university's quality assurance office played a noteworthy role in offering support and guidance. Hence, the above examples and practices indicate that program quality assurance is based on the "Plan, Do, Check, Act (PDCA) cycle principle.

Evidences/Indicators

- SER;
- Internal quality assurance service assessment results;
- Activities and changes made to eliminate weaknesses identified during the self-evaluation report elaboration process;
- Survey result;
- Site-visit interviews.

Recommendations to the programme: N/A

Suggestions to the programme:

5.1.1 Since the BA program is a joint effort, it is suggested that representatives from the University of Rennes be integral members of the one unified and approved self-evaluation team.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	☐	☐	☐

5.2 External Quality Evaluation

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

The CU quality assurance policy emphasizes the importance of external reviews in the PDCA (Plan-Do-Check-Act) cycle. Following site visits and document analysis, it became clear that two external evaluations were carried out for the education program.

Veronique Flambard, a Professor of Economics at Lille Catholic University, conducted the first assessment. Edgar Meyer, the Dean of the Business School at the University of Birmingham, UK, performed the second evaluation. However, both evaluations rely more on support letters than comprehensive external reviews. This may be attributed to the absence of a specific format at CU for external evaluators to conduct peer reviews. This would provide higher education institutions valuable insights and facilitate consistent quality improvements when necessary.

It is also important to note that there were no formal recommendations from the previous accreditation; only suggestions were made, all of which CU considered, as evidenced by the program appendices and the site visit reports.

Evidences/Indicators

- External Evaluation Results;
- Developmental peer review;
- Self-evaluation report;
- Expert Panel meetings.

Recommendations to the programme: N/A

Suggestions to the programme:

- 5.2.1 It is suggested that CU develop a specific template for external peer review to ensure consistent and comparable external quality assurance.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

Caucasus University (CU) uses quality assurance mechanisms to monitor and periodically evaluate educational programs in a specific manner. The results of these evaluations are used to improve the programs. The process involves academic, visiting, administrative staff, students, alumni, employers, and external peer review participants. The data collection and analysis process is systematic, relying on a mixture of social science research methodology and data aggregation practices. This approach ultimately allows for the formulation of conclusions and recommendations.

CU internal regulations mandate a self-evaluation process for academic, visiting, and administrative personnel. This process is conducted, checked, and evaluated by the quality assurance service of the respective faculty, demonstrating the university's commitment to internal quality control. Educational programs are periodically evaluated, and the satisfaction of both students and graduates is assessed through online surveys and focus groups. Students also evaluate specific courses at the end of each course, confirmed through interviews with students and alumni during their visits. Moreover, a BA in Management is compared to similar programs at foreign universities (benchmarking), highlighting the university's dedication to global best practices.

Thus, the educational programs in the cluster are evaluated for effectiveness in data collection, analysis, interpretation, and recommendation formulation, according to CU quality assurance mechanisms, and modified and improved accordingly.

Evidences/Indicators

- Self-evaluation report;
- Survey results conducted by the higher education institution;
- Program monitoring and periodic review results and the document certifying utilization of these results;
- Expert Panel's meetings.

Recommendations to the programme: N/A

Suggestions to the programme: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐

	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: Caucasus University

Name of Higher Education Programme, Level: Joint Bachelor Programme (with Rennes School of Business, France) in Business Administration, level 6

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	x	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	x	☐	☐	☐
3. Student Achievements, Individual Work with them	x	☐	☐	☐
4. Providing Teaching Resources	x	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	x	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Carolina Timco

Accreditation Expert Panel Members

Revaz Geradze

Davit Sikharulidze

Natia Daghelishvili

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Vazha Kelikhashvili