



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

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

**Business administration – Bachelor’s Programme
Business administration – Master’s Programme**

LLC David Aghmashenebeli University of Georgia

Tbilisi
2025

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	David Aghmashenebeli University Of Georgia, Limited Liability Company
Identification Code of Institution	204886454
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	M. Abdul Rauf, Wittenborg University of Applied Sciences, The Netherlands
Member (Name, Surname, HEI/Organization, Country)	Ekaterine Natsvlshvili, European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Eka Gegeshidze, The University of Georgia, Georgia
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlshvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Vazha Kelikhashvili, Georgian Aviation University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Business Administration	Business Administration
Level of higher education	Bachelor	Master
Qualification to be awarded	Bachelor of Business Administration	Master of Business Administration
Name and code of the detailed field	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	-	-
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 7/18/2018 № 81	Accredited 6/13/2019 № 129

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

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes²

Since 2011, the University has been offering all levels of higher education: Bachelor's Degree programmes in Law, Business Organization and Management, Tourism, Journalism, and English Philology; one-level programmes in Medicine and Dentistry; Master's programmes in Criminal Law, Business Administration, Journalism, and English Philology; and Doctoral programmes in Medicine and Economics. On 18/07/2018, the "Business Administration" bachelor's programme was re-accredited by decision #81, and on 13/06/2019, the "Business Administration" master's programme was re-accredited by decision #129.

The Bachelor's programme in Business Administration combines compulsory university courses (30 credits), compulsory specialty courses (160 credits), and elective specialty courses/free component (40 credits). The Master's programme in Business Administration combines compulsory courses (65 credits), a practical component (10 credits), a research component (30 credits), and elective courses/free component (15 credits).

Both programmes are prepared according to the subject benchmark statement of business administration (levels I and II of higher education, levels VI and VII of the National Qualifications Framework, 2023). Accordingly, both programmes provide theoretical knowledge and practical skills for the qualification holder and take into account functional and sectoral specificities in the following areas: Business Policy and Strategy, Entrepreneurship and Innovation, Operations, Human Resources, Business Environment, Markets and Economy, Finance, Communications, Marketing, Business Ethics, Corporate Social Responsibility, and Sustainable Development. The programmes meet the minimum requirements regarding the learning outcomes defined for the relevant level in the subject benchmark statement.

● Overview of the Accreditation Site Visit

In SDASU The accreditation visit to assess the "Business Administration" program cluster took place from September 12-13, 2024. The evaluation was conducted by an expert panel, chaired by an international expert and including field specialists from Georgia, an employer representative, a higher education expert, and a student expert. The panel was supported by two representatives from the NCEQE.

In the Business administration cluster was grouped two programs

1. Business administration Bachelor program
2. Business administration Master program

Prior to the visit, all necessary evaluation documents were shared with the experts, and a preparatory meeting was held where the panel discussed initial findings, assigned tasks, and planned the visit.

The evaluation process followed the pre-arranged agenda. The panel conducted interviews with university administration, the self-evaluation team, the QA office, program heads, academic and invited staff, students, alumni, employers, and thesis supervisors. They also inspected the material and technical facilities, including the library.

The visit took place in a cooperative and open atmosphere, which facilitated the experts' work. The institution managed the visit efficiently, and the team's overall readiness to collaborate with the experts was highly appreciated.

Additional documentation requested by the experts was promptly provided by the institution.

At the conclusion of the visit, the panel shared their initial findings with the institution.

● Brief Overview of Education Programme Compliance with the Standards

Programme 1. Business administration – Bachelor's Programme, Level VI

Standard 1. Partially complies with requirements

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

- Standard 1.1 Partially complies with requirements
- Standard 1.2 Partially complies with requirements
- Standard 1.3 Substantially complies with requirements
- Standard 1.4 Partially complies with requirements
- Standard 1.5 Partially complies with requirements

Programme 2. Business administration – Master’s Programme, Level VII

Standard 1. Partially complies with requirements

- Standard 1.1 Partially complies with requirements
- Standard 1.2 Partially complies with requirements
- Standard 1.3 Substantially complies with requirements
- Standard 1.4 Substantially complies with requirements
- Standard 1.5 Partially complies with requirements

Programme 1. Business administration – Bachelor’s Programme, Level VI

Standard 2. Substantially complies with requirements

- Standard 2.1 Substantially complies with requirements
- Standard 2.2 Complies with requirements
- Standard 2.3 Substantially complies with requirements
- Standard 2.4 Complies with requirements

Programme 2. Business administration – Master’s Programme, Level VII

Standard 2. Substantially complies with requirements

- Standard 2.1 Substantially complies with requirements
- Standard 2.2 Substantially complies with requirements
- Standard 2.3 Substantially complies with requirements
- Standard 2.4 Complies with requirements

Programme 1. Business administration – Bachelor’s Programme, Level VI

Standard 3. Substantially complies with requirements

- Standard 3.1 Substantially complies with requirements
- Standard 3.2 N/A

Programme 2. Business administration – Master’s Programme, Level VII

Standard 3. Substantially complies with requirements

- Standard 3.1 Substantially complies with requirements
- †. Standard 3.2 Substantially complies with requirements

Programme 1. Business administration – Bachelor’s Programme, Level VI

Standard 4. Substantially complies with requirements

- Standard 4.1 Substantially complies with requirements
- Standard 4.2 N/A
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements
- Standard 4.5 Substantially complies with requirements

Programme 2. Business administration – Master’s Programme, Level VII

Standard 4. Substantially complies with requirements

- Standard 4.1 Substantially complies with requirements
- Standard 4.2 Substantially complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements
- Standard 4.5 Substantially complies with requirements

Programme 1. Business administration – Bachelor’s Programme, Level VI

Standard 5 Partially complies with requirements

- Standard 5.1 Partially complies with requirements
- Standard 5.2 Substantially complies with requirements
- Standard 5.3 Partially complies with requirements

Programme 2. Business administration – Master’s Programme, Level VII

Standard 5 Partially complies with requirements

- Standard 5.1 Partially complies with requirements
- Standard 5.2 Substantially complies with requirements
- Standard 5.3 Partially complies with requirements

Recommendations

General Recommendations

Standard 1

Standard 1.3 It is recommended to establish a more detailed and explicit evaluation plan that outlines specific methods, periodicity, and responsible parties for each assessment.

Standard 1.5 Panel recommends implementing a systematic review process for course syllabi, involving both academic staff and industry experts, to ensure that course content, learning outcomes, and assessment methods remain current and aligned with industry needs.

Standard 1.5 It is recommended to develop a more structured approach to incorporating international perspectives into the curriculum, possibly through increased collaboration with foreign universities and the integration of global case studies and research findings across courses.

Standard 2

Standard 2.1 It is recommended to formulate Programs Admission Preconditions clearly and define in detail the minimal relevant subject-based knowledge and skills that are required to continue studying at the programs and achieve the learning outcomes stated in the Programs.

Standard 2.3 The panel recommends for applying the reliable and valid teaching/assessment methods, relevant to the course / program content and stated learning outcomes, it is recommended to revise Programs and syllabi in terms of analyzing applied activities and assignments, as well as detailed describing teaching and assessment methods/strategies

Standard 3

Standard 3.1 It is recommended that the university have to involve students and graduates in the self-evaluation group.

Standard 3.1 It is recommended that the university have to increase the number of students participating in the exchange project each year.

Standard 4

Standard 4.1 The programs presented for accreditation needs improvements, which gives reasons to say that human resources of the program need improvements, for that HEI should carefully plan professional development program of staff and academic personal focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area.

Standard 4.5 It is recommended that HEI should create budget planning methodology and review program budgets.

Standard 5

Standard 5.1 It is recommended that in the self-evaluation processes of the programs the University should fully and completely identify the areas for improvement as well as planned activities and timelines for the areas to be improved.

Standard 5.1 It is recommended that the University fully implement the “Plan-Do-Check-Act” principle in everyday operation and conduct SWOT analysis at the end of each academic year as it is indicated in the University regulations.

Standard 5.1 It is recommended to develop mechanisms/instruments to monitor and evaluate the electronic/distance learning process, ensure the adaptation of internal quality assurance mechanisms and their proper implementation.

Standard 5.2 It is recommended to discuss and take into consideration recommendations received during the programme accreditation/authorization process.

Standard 5.2 It is recommended to ensure an external collegial developmental peer-review of the programs from foreign colleagues as well as from foreign/local industry professionals.

Standard 5.3 Within the framework of monitoring the quality of the programs, the institution's quality assurance service should implement the existing mechanism for evaluating the learning outcomes of the programs.

Standard 5.3 The institution should fully and effectively implement a mechanism for evaluating the research activity of academic staff and utilization of the evaluation results.

Standard 5.3 The institution should develop and implement a mechanism for evaluating the performance of administrative and support staff.

Standard 5.3 The institution should conduct a comparison/benchmarking analysis with similar foreign programs to promote the implementation of the best international practices in the university.

Standard 5.3 It is recommended to ensure that students evaluate (through questionnaires or other means) the main academic course / subject at the end of each course.

Standard 5.3 It is recommended to ensure that master students evaluate the implementation of the scientific-research component, as well as scientific supervision.

Recommendations Programme 1. Business administration – Bachelor’s Programme, Level VI

Standard 1

Standard 1.1 The panel recommends that the objectives should be more specific with measurable outcomes.

Standard 1.1 It is recommended that the international aspect should be emphasized more given the increasingly global nature of business fields.

Standard 1.2 It is recommended that HEI should consider the entrepreneurial skills or mindset that is missing from the objectives.

Standard 1.2 It is recommended HEI should put more focus on applying theories to real-world business scenarios.

Standard 1.2 A more emphasis is recommended on digital literacy and emerging technologies in business including AI and data analytics.

Standard 1.2 It is recommended to make some PLOs more specific with clear measurable outcomes.

Standard 1.2 The panel recommends PLOs should include more emphasis on international business concepts and specific cross-cultural competencies.

Standard 1.4 It is recommended to introduce a mandatory research project or thesis to better prepare students for advanced studies or research-oriented careers.

Standard 2

Standard 2.1 It is recommended to formulate clearly and define in detail the minimal relevant subject-based knowledge and skills (e.g. in math, foreign language, etc.) that is required to continue studying at this BBA program and achieve PLO.

Recommendations Programme 2. Business administration – Master’s Programme, Level VII

Standard 1

Standard 1.1 It is recommended to rephrase some of the objectives in line with the suggestions and recommendations provided. The Panel recommends some objectives to be aligned with master's-level expectations i.e. strategic thinking, or leadership development typically expected in an MBA program.

Standard 1.1 The Panel recommends that the objectives lack explicit mention of some key contemporary business topics such as modern technology, artificial intelligence, data analytics, innovation, or entrepreneurship. Sustainability and global perspectives may be considered as well.

Standard 1.2 The outcomes should be drafted in such a way to be clearly measurable, see details in the above analysis.

Standard 1.4 The panel recommends a more balanced approach with increased elective options especially including advanced technologies and data analytics could better ensure that the program content aligns with diverse student needs and the varying demands of the dynamic and ever evolving business world.

Standard 1.5 It is recommended that a clear benchmarking strategy should be developed and implemented with evidence and analysis visible for such accreditations.

Standard 2

Standard 2.1 It is recommended to formulate clearly information about internal procedures of admission (i.e. internal exam, interview) and define in detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that is required to continue studying at this MBA program and achieve the learning outcomes stated in this program.

Standard 2.2 To ensure the MBA program students research, creative and transferable skills it is recommended to revise the Provision of Preparing and Defending the Master's Thesis, rules and approaches to select and approval of topics for MBA thesis, as well as supervisors, in terms of ensuring alignment with the academic quality standards.

Standard 3

Standard 3.2 It is recommended that the university together with the supervisors increase the research component in theses.

Standard 4

Standard 4.2 Supervisors of master's theses should work more with students to prepare a better thesis, and the research methodology should be clearly outlined in theses based on program level.

● Suggestions for the Programme Development

General Suggestion(s):

Standard 1

Standard 1.1 To improve the programs, it is suggested that the objectives be revised to include more specific, measurable outcomes.

Standard 1.1 Both programs should address internationalization aspects, as required by the standard, by including objectives related to global business practices or cross-cultural competencies.

Standard 1.2 Incorporate more explicit focus on digital skills and emerging technologies in business.

Standard 1.2 Panel suggests HEI should consider introducing a stronger emphasis on sustainability and corporate social responsibility, particularly in the Bachelor's programme. Aspects of modern business such as Innovation and entrepreneurship should be more prominently featured in the PLOs.

Standard 1.3 A carefully planned professional development program for staff should be implemented. This program should include workshops, seminars, and practical training sessions focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area.

Standard 2

Standard 2.4 It is suggested for the university to increase awareness of grade appealing mechanisms.

Standard 3

Standard 3.1 It is suggested that the university has to increase the number of scientific activities planned in the university.

Standard 4

Standard 4.3 It would be good if HEI increases development academy staff and students' involvement in international activities and research projects.

Standard 4.4 It will be good if the university currently establishes an innovation or entrepreneurship hub/lab to support the development of transversal skills, which could serve as a foundation for introducing innovative courses in the Business administration programs.

Suggestions Programme 1. Business administration – Bachelor's Programme, Level VI

Standard 1

Standard 1.4 Reducing the number of compulsory credits and offering more specialized elective courses or concentrations.

Standard 1.4 More explicit mapping between course content, competencies, and the final qualification should be provided to show a clear alignment.

Standard 1.5 Panel suggests that a clear mapping should be provided to make this process transparent and clear for all the stakeholders.

Standard 1.5 All modules/courses descriptions should have up to date course literature.

Standard 2

Standard 2.2 It is suggested to consider the Bachelor's thesis as a critical component of the BBA program, providing an opportunity for students to address complex issues, develop research skills in their fields and achieve stated learning outcomes, and define this component as a major mandatory course.

Standard 2.2 It is suggested to incorporate practical projects, both group and individual to achieve the learning outcomes defined in the program effectively.

Suggestions Programme 2. Business administration – Master's Programme, Level VII

Standard 1

Standard 1.1 Describe objectives more clearly and be specific.

Standard 1.2 Many of the outcomes are written using complex, wordy sentences and should be revised in to grasp their clear meanings. This could be a poor translation from Georgian to English language.

Standard 1.4 It is suggested to increase elective options especially including advanced technologies and data analytics.

Standard 1.5 While the description outlines a general framework for aligning course outcomes with programme outcomes, it does not provide concrete examples or metrics for how this alignment is achieved or measured.

Standard 1.5 Although the description mentions that achievement of learning outcomes is evaluated, it does not provide detailed information on the specific assessment methods used or how they ensure the validity and reliability of the evaluation process.

Standard 2

Standard 2.2 It is suggested to aim Master's theses at producing actual research, apply relevant research design, evaluate complex ideas, and effectively communicate findings.

Standard 3

Standard 3.2 It is suggested that the university implement a plagiarism program that will also detect artificial intelligence components.

- **Brief Overview of the Best Practices (if applicable)³**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

Standard 1

No changes to the general recommendation for standard 1 as HEI partially agrees with all these recommendations and the panel has provided clear insights in the analysis.

Panel rejects HEI's argumentative position and sticks to the provided recommendation for program 1 as a clear explanation with insights are provided in the analysis under the sub-standard 1.1. However, the panel removed recommendation 1.1.3 and 1.1.5 and moved 1.1.4 to PLO sub-standard 1.2.

This recommendation 1.1.1 is combined with 1.1.2 for program 2 as both are relevant and clear justification is provided in the analysis part. HEI partially agrees with the recommendation 1.1.3 and the panel still considers it to be important and relevant, no changes are made in this regard.

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

Regarding substandard 1.2, this recommendation 1.2.1 is removed but all other recommendations remain as they are relevant and a clear justification is provided in the analysis part. HEI fully or partially agrees with most of the recommendations except one. The panel considers the remaining all recommendations still important and relevant to remain for both the programs for this sub-standard 1.2.

Panel rejects HEI's argumentative position and sticks to the provided recommendation for both programs for sub-standard 1.4 as a clear explanation with insights is provided in the analysis under these sub-standards.

Standard 2

Considering standard 2, the panel went through carefully with the argumentative position of SDASU. The panel is surprised with the argumentative position for this standard as while interviewing the staff, especially, Heads of programs, as well as pointing out the shortcomings and presenting during initial findings in general, the institution acknowledged the findings and expressed willingness to improve programs. However, the argumentative position appears to neglect those aspects raised and acknowledged during the site visit.

Regarding the Standard 2.1 "It is recommended to formulate Programs Admission Preconditions clearly and define in detail the minimal relevant subject-based knowledge and skills that are required to continue studying at the programs and achieve the learning outcomes stated in the Programs" Both - BBA and MBA programs formally have defined "preconditions for addition", however, they need clear definition e.g., in the BBA Program is not defined: what subjects are obligated that applicants need to pass at the unified national exams: to enroll in the program, the applicant is obliged to pass the following subjects and what is the minimum competence threshold. Moreover, there is nothing mentioned regarding the foreign language (is English obligatory in addition to one of the following foreign languages: English, German, French, Russian). In addition, what would happen if someone enrolled in the university without passing the unified national exams? Are they obliged to confirm the B2 level of the Georgian language, or no? While interviewing staff nobody clarified if SDASU has elaborated some kind of regulations or the rule for determining the language competence of a student of SDASU students? Moreover, what will happen if someone confirms the B2 level of the Foreign language?

Similar questions are arising regarding the MBA program too. Thus, the panel considers that the program's admission preconditions should be formulated clearly to define in detail the minimal relevant subject-based knowledge and skills that are required to continue studying at the program.

However, to avoid the duplication of recommendations, the panel decided to remove recommendation 2.1 from the general cluster recommendation and move it to cluster suggestions. Program specific recommendations remain unchanged as clear justification and explanations are provided in the analysis. Regarding the recommendation related to the sub-standard 2.3., the institution partially agrees, and the panel considers as it must be kept.

Standard 3

Regarding standard 3, the panel moved one recommendation about scientific activities to suggestions based on the university's argumentative position. No changes are made in this standard as the university either fully or partially agrees with the recommendations.

Recommendations are updated in the summary of recommendations at the beginning of the report to ensure all end standard recommendation/suggestions reflect correctness in the summary as well.

Standard 4

Regarding standard 4, the panel went through carefully with the argumentative position of SDASU. All recommendations stay unchanged for this standard. In the narrative part of standard 4 it is clearly explained why these recommendations were issued.

Standard 5

Regarding standard 5, the panel went through carefully with the argumentative position of SDASU. All recommendations stay unchanged for this standard. In the narrative part of standard 5 it is clearly explained why these recommendations were issued. During our site-visit interviews (12-13 September, 2024) the university failed to present additional documents and other evidence we asked for. Maybe after our site-visit the things have been improved but the panel cannot consider the circumstances after the site-visit.

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

Since 2011, the University has been offering several education programs, including Bachelor's Degree programmes of Business and Master's programmes of Business Administration. On 18/07/2018, the "Business Administration" bachelor's programme was re-accredited by decision #81, and on 13/06/2019, the "Business Administration" master's programme was re-accredited by decision #129. Bachelor's programme in Business Administration combines compulsory university courses (30 credits), compulsory specialty courses (160 credits) and elective specialty courses/free component (40 credits). The Master's programme in Business Administration combines compulsory courses (65 credits), practical component (10 credits), research component (30 credits) and elective courses/free component (15 credits).

Both programmes are prepared according to the subject benchmark statement of business administration (levels I and II of higher education, levels VI and VII of the National Qualifications Framework, 2023). Accordingly, both programmes provide theoretical knowledge and practical skills for the qualification holder and take into account functional and sectoral specificities in the following areas: Business Policy and Strategy, Entrepreneurship and Innovation, Operations, Human Resources, Business Environment, Markets and Economy, Finance, Communications, Marketing, Business Ethics, Corporate Social Responsibility and Sustainable Development. The programmes consider the minimum requirements regarding the learning outcomes defined for the relevant level in the subject benchmark statement.

After accreditation, the following changes were made at the MA level: in addition to the Georgian language, "Marketing Management" can be taught in English as a separate course. The subject "Managerial Accounting" was replaced by the course "Financial and Managerial Accounting Level II" due to the subject benchmark statement; the subject "Financial reporting" was replaced by the subject "Financial and management reporting"; The subject "Innovative Management" has been moved from an elective component to a mandatory one; Prerequisite for admission to the final exam - 21 points has been changed to 25 points.

The following changes were made to the bachelor's programme: The subject "Probability Theory" was replaced by the subject "Probability Theory and Mathematical Statistics"; A new subject "Fundamentals of Project Management" was added to the mandatory component; The name of the academic course "Fundamentals of accounting" was changed and was formulated as follows: "Introduction to Financial Accounting". Based on the cluster requirements, the subject "Financial accounting" and "Management accounting" were changed with the following names: "Financial Accounting Level I", "Managerial Accounting Level I". The bachelor's thesis has moved from a mandatory component to an elective one, and in case of selection, the mandatory condition for the admission of the student to the defense of the bachelor's thesis is to obtain 230 credits by the time of the defense, supervisor's report and anti-plagiarism conclusions, as well as the evaluation of the peer-reviewer.

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 **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.

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Master and Bachelor in Business Administration programs aim to produce competitive graduates for local and international labor markets, addressing the standard's requirement to consider market skills and competency demands. The program objectives reflect the development of critical thinking, analytical skills, and decision-making abilities, which are essential competencies in the business and related fields. In general, the programs' objectives are consistent with the university's mission and strategic objectives, focusing on limited aspects of innovation, creativity, and preparing students for a challenging future business environment.

This alignment satisfies the standard's requirement for consistency with SDASU's mission and strategy. The objectives also emphasize the development of professional and personal responsibility, but there was only some indication of contribution to societal development, which aligns to some extent with the standard's expectation of contributions to society.

To improve the programs, it is suggested that the objectives be revised to include more specific, measurable outcomes. For example, instead of broadly stating "deep and systematic knowledge," the Master's program could specify key areas of competencies, expertise or particular analytical tools graduates will acquire. Furthermore, both programs could benefit from explicitly addressing internationalization aspects, as required by the standard, by including objectives related to global business practices or cross-cultural competencies. This was one of key topics discussed during the panel visit. In general, the Bachelor's and Master's programs in Business Administration at SDASU demonstrate substantial alignment with the requirements of Standard 1.1.

Description and Analysis – Program 1, Business Administration, BA, Level VI

The program objectives provide a solid foundation for a Bachelor's in Business Administration. They cover many key areas including knowledge acquisition, critical thinking, practical skills, and some ethical considerations. However, these objectives could be improved by being more specific, incorporating more contemporary business trends like digital transformation, artificial intelligence and sustainability, and explicitly addressing key skills like communication and quantitative analysis. Additionally, a stronger focus on international business and entrepreneurship could further strengthen the program's relevance in today's global business environment.

Given the growing importance of digital technologies in business, this could be more explicitly addressed in the objectives to incorporate recent modern technological trends covering futuristic business environment expectations. Additionally, the Bachelor's program objective of preparing "young people with professional, personal and social responsibility" may be more specific about how these qualities will be developed and applied through particular courses in a business context.

Description and Analysis, Program 2. Business Administration, MA, Level VII

The program objectives for the Master of Business Administration program have some strengths but also several issues that could be improved. The objectives cover important areas for an MBA program, including business environment, management, marketing, finance, and accounting analysis. There is emphasis on both knowledge acquisition and skill development, which is appropriate for a graduate-level program. The objectives aim to prepare students for both domestic and international contexts, which is valuable in today's globalized business world.

Some of the stated objectives would be difficult to assess concretely, for example, how would "willingness to plan" or "motivation to participate" be evaluated? The objective about being "ready for changes" is extremely vague and unmeasurable. Some program objectives could benefit if specific and precise. For instance, the Master's program objective of "willingness to plan the necessary needs for updating sectoral competences" is vague and could be rephrased to more clearly articulate the specific skills or knowledge areas that will be updated.

These and some other objectives require rephrasing in line with the suggestions and recommendations. Some objectives do not seem to fully align with master's-level expectations, for example, "ability to assess the business environment" may be too basic for an MBA program without more specificity. There is limited emphasis on advanced analytical skills, strategic thinking, or leadership development typically expected in an MBA program.

While covering core business areas, the objectives lack explicit mention of some key contemporary business topics such as modern technology, artificial intelligence, data analytics, innovation, or entrepreneurship. Sustainability and global perspectives could be more prominently featured.

Evidences/Indicators

- ✓ Panel interviews
- ✓ Folder: "danarti 17" (Annex 17)
- ✓ Mission of Davit Agmashenebeli University of Georgia LLC <https://sdasu.edu.ge/chven-shesakheb/#mission>
- ✓ Strategic Development Plan Project 2025-2031
- ✓ Draft Action plan 2025-2027
- ✓ HEI visit and panel interviews
- ✓ Programme BBA ("Bachelor's Programme in Business Administration")
- ✓ Programme MBA ("Master's Programme in Business Administration")
- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program

- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Evaluation results of research activities of personnel
- ✓ Interviews results with university administration, staff, students, graduates and employers
- ✓ Self-evaluation report provided by the university

General suggestions of the cluster:

Standard 1.1 To improve the programs, it is suggested that the objectives be revised to include more specific, measurable outcomes.

Standard 1.1 Both programs should address internationalization aspects, as required by the standard, by including objectives related to global business practices or cross-cultural competencies.

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Recommendation(s):

Standard 1.1 The panel recommends that the objectives should be more specific with measurable outcomes.

Standard 1.1 It is recommended that the international aspect should be emphasized more given the increasingly global nature of business fields.

Programme 2. Business administration – Master’s Programme, Level VII

Recommendation(s):

Standard 1.1 It is recommended to rephrase some of the objectives in line with the suggestions and recommendations provided. The Panel recommends some objectives to be aligned with master's-level expectations i.e. strategic thinking, or leadership development typically expected in an MBA program.

Standard 1.1 The Panel recommends that the objectives lack explicit mention of some key contemporary business topics such as modern technology, artificial intelligence, data analytics, innovation, or entrepreneurship. Sustainability and global perspectives may be considered as well.

Suggestion(s):

Standard 1.1 Describe objectives more clearly and be specific.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

In general the Bachelor's and Master's programmes demonstrate compliance with the requirements of Standard 1.2. Both programmes have learning outcomes that are logically related to their program objectives and the specifics of the business administration field. The Bachelor's programme outcomes encompass a range of knowledge, skills, and competencies essential for business administration graduates. These include understanding theories and concepts, critical thinking, decision-making, research skills, problem-solving, communication abilities, ethical considerations, and professional development planning. These outcomes align well with the program objectives and provide a solid foundation for entry-level positions in business administration fields.

The Master's programme builds upon the Bachelor's outcomes, offering more advanced and specialized competencies. It emphasizes cross-disciplinary methods, but limited modern approaches to management and marketing, leadership skills, risk evaluation, critical analysis of complex information, and adherence to international business ethics norms. These outcomes reflect a higher level of expertise and are suitable for preparing graduates for leadership roles in diverse business fields.

It is important to incorporate more explicit focus on digital skills and emerging technologies in business, as these are increasingly crucial in the modern business landscape. University representatives confirmed during the panel visit interviews that both programs lack this aspect in both program outcomes and curricula. Panel suggest HEI should consider introducing a stronger emphasis on sustainability and corporate social responsibility, particularly in the Bachelor's programme, to align with growing global business trends and expectations. Aspects of modern business such as Innovation and entrepreneurship could be more prominently featured in the PLOs.

⁶ Evaluation is performed for each programme separately.

Both programmes demonstrate a reasonable consistency as per the standard requirements and consider the demands of the labor market. The learning outcomes are measurable, achievable, and realistic, covering the main areas of knowledge, skills, responsibility, and autonomy expected in the wider field of business.

Description and Analysis – Program 1, Business Administration, BA, Level VI

Based on the information provided in the SER and during panel interviews, the PLOs appear to be logically related to the objectives of the business administration program. They cover key areas such as theoretical knowledge, critical thinking, decision-making, research skills, communication, and ethical responsibility, which are all relevant to the field.

The PLOs adequately describe the knowledge, skills, and levels of responsibility/autonomy students should gain. However, there are some areas for improvement, such as, the PLOs effectively cover theoretical knowledge of business administration concepts and principles. Additionally, research, analytical, and communication skills are mentioned, there could be more emphasis on specific technical and quantitative skills relevant to business administration.

There seems to be a heavier emphasis on theoretical knowledge and less on practical application. More focus on applying theories to real-world business scenarios could enhance the outcomes and this should be clearly highlighted. While the use of modern information and communication technologies is mentioned in the PLOs, there could be more emphasis on digital literacy and emerging technologies in business including AI and data analytics. Some PLOs are quite broad and could benefit from more specific, measurable outcomes. For example, “considers the role of business administration” could be more precisely defined. Given the increasingly global nature of business, the PLOs could include more emphasis on international business concepts and specific cross-cultural competencies. There is no explicit mention of entrepreneurial skills or mindset, which is increasingly valuable and expected in the business world especially when we look at the competitive similar bachelor programs.

In addition, although the PLO align with the Subject Benchmark Statement for HEI in BA (the standard of academic education, which defines the minimum requirements for the learning outcomes necessary for the award of qualifications) but appears to cover limited knowledge and skills in the following areas of BA such as entrepreneurial activity, innovation management; resource and operations management, quality management, logistics, supply chain management, customer and sales/promotion.

Description and Analysis, Program 2. Business Administration, MA, Level VII

The PLOs cover a wide range of knowledge, skills, and competencies relevant to business administration, including management, marketing, finance, decision-making, and ethics. The outcomes appear to be logically related to the objectives of the business administration program listed under standard 1.1 and reflect the specifics of the field, including aspects like multicultural business environments and global financial risks. It is important to note that some outcomes address the students' ability to work independently and ethically, such as “independently plans the necessary needs for continuing education” and “adheres to the international norms of business ethics”.

Some of the outcomes are not clearly measurable, which is a key requirement for effective learning outcomes. For instance, “contributes to the establishment of these values in the Georgian

reality” is vague and difficult to assess objectively. Learning outcomes should be drafted in a way that allows for clear assessment and measurement of student achievement.

Many of the outcomes are written using complex, wordy sentences that combine multiple skills or knowledge areas. This complexity can make it difficult for students and stakeholders to understand exactly what is expected. This could be a poor translation from Georgian to English language.

Evidences/Indicators

- ✓ Panel interviews
- ✓ BBA (Bachelor's Programme in Business Administration, Curriculum)
- ✓ MBA (Master's Programme in Business Administration, Curriculum)
- ✓ BBA (Bachelor's Programme in Business Administration, map of learning outcomes);
- ✓ Programebi MBA (Master's Programme in Business Administration, map of learning outcomes);
- ✓ BBA (syllabi of the academic courses)
- ✓ MBA (syllabi of the academic courses)
- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program
- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Evaluation results of research activities of personnel
- ✓ Interviews results with university administration, staff, students, graduates and employers
- ✓ Self-evaluation report provided by the university

General suggestions of the cluster:

Standard 1.2 Incorporate more explicit focus on digital skills and emerging technologies in business.

Standard 1.2 Panel suggests HEI should consider introducing a stronger emphasis on sustainability and corporate social responsibility, particularly in the Bachelor's programme. Aspects of modern business such as Innovation and entrepreneurship should be more prominently featured in the PLOs.

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor's Programme, Level VI

Recommendation(s):

Standard 1.2 It is recommended that HEI should consider the entrepreneurial skills or mindset that is missing from the objectives.

Standard 1.2 It is recommended HEI should put more focus on applying theories to real-world business scenarios.

Standard 1.2 A more emphasis is recommended on digital literacy and emerging technologies in business including AI and data analytics.

Standard 1.2 It is recommended to make some PLOs more specific with clear measurable outcomes.

Standard 1.2 The panel recommends PLOs should include more emphasis on international business concepts and specific cross-cultural competencies.

Programme 2 (Business Administration, Masters)

Recommendation(s):

Standard 1.2 The outcomes should be drafted in such a way to be clearly measurable, see details in the above analysis.

Suggestion(s):

Standard 1.2 Many of the outcomes are written using complex, wordy sentences and should be revised in to grasp their clear meanings. This could be a poor translation from Georgian to English language.

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business administration – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<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.

Based on the SER, provided documents, and panel interviews, in general the evaluation mechanisms for the Master and Bachelor in Business Administration programs demonstrate a structured approach to assessing learning outcomes. However, there are several areas of concern that need addressing to ensure full compliance with Standard 1.3. Firstly, the evaluation mechanism appears somewhat vague in defining the specific methods and periodicity for assessing learning outcomes. The SER mentions that learning outcomes should be assessed

regularly and transparently, that is good but it lacks detailed guidelines on the frequency and specific evaluation methods to be employed. This ambiguity could lead to inconsistent application and hinder the accurate measurement of student achievements and effective implementations of any findings.

Additionally, the programs appropriately utilize both direct and indirect assessment methods, with the latter involving stakeholder feedback through questionnaires. This aligns with the standard's requirement for external stakeholder engagement. Nevertheless, the SER or panel interviews failed to provide concrete examples of how this feedback is incorporated into program improvements. The roles and responsibilities of employers, alumni, and professional associations in the evaluation process should be more explicitly defined to ensure their effective participation and contribution. Panel confirmed this during the site visit interviews as this requires careful addressing.

While the standard emphasizes the importance of benchmarking, the SER only vaguely mentions establishing "target benchmarks" for each learning outcome. There is no clear indication of how these benchmarks are determined or how they compare to industry standards / requirements.

A significant concern is the lack of detail regarding the professional development opportunities for academic and invited staff in evaluating and analyzing learning outcomes. The document merely states that such opportunities should be provided, without specifying the nature or frequency of these development activities.

To improve the program, it is recommended to establish a more detailed and explicit evaluation plan that outlines specific methods, periodicity, and responsible parties for each assessment. Additionally, developing a comprehensive framework for stakeholder engagement will enhance the transparency and effectiveness of the evaluation process. These steps will help ensure that the learning outcomes are consistently and accurately measured, leading to continuous improvement of both the programs.

A carefully planned professional development program for staff should be implemented. This program should include workshops, seminars, and practical training sessions focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area. No separate program specific analysis is provided for standard 1.3.

Evidences/Indicators

- ✓ Panel interviews
- ✓ Program related documents
- ✓ Mechanism for evaluation of learning outcomes
- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program
- ✓ Study process regulations <https://sdasu.edu.ge/chven-sheesakheb/#normative-bases>
- ✓ Evaluation results of research activities of personnel
- ✓ Interviews results with university administration, staff, students, graduates and employers

✓ Self-evaluation report provided by the university

General recommendations of the cluster:

Standard 1.3 It is recommended to establish a more detailed and explicit evaluation plan that outlines specific methods, periodicity, and responsible parties for each assessment.

General suggestions of the cluster:

Standard 1.3 A carefully planned professional development program for staff should be implemented. This program should include workshops, seminars, and practical training sessions focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<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.

Based on the information provided in the SER, the structure and content of both the Bachelor's and Master's programs in Business Administration at SDASU generally align with the requirements of the standard component. However, there are some areas of concern and opportunities for improvement. The programs are designed according to the European Credit Transfer and Accumulation System (ECTS), with appropriate credit allocation and duration. The Bachelor's program spans 4 years (240 ECTS), while the Master's program is 2 years (120 ECTS). Both programs include a mix of compulsory and elective components, which allows for some degree of customization.

However, the structure of the Bachelor's program appears to be somewhat rigid, with 200 out of 240 credits dedicated to compulsory components. This leaves limited room for specialization or exploration of diverse interests including optional Bachelor thesis. The Master's program, on the other hand, offers a more balanced approach with 90 credits for learning components and 30 credits for research thesis.

One area of concern is the lack of clear information on how the programs incorporate new research findings and modern scientific achievements. Additionally, the SER and relevant documents do not explicitly address how key issues of internationalization and aspect of advanced technologies are integrated into the curriculum, which is crucial in today's globalized business environment.

Description and Analysis – Program 1, Business Administration, BA, Level VI

The program structure appears generally consistent and logical, with a clear breakdown of credits across compulsory and elective components. The 240 total credits and 4-year duration align with typical bachelor's degree requirements. The inclusion of both specialty courses and electives allows for depth in the major while providing flexibility for students to customize their studies. One of the crucial points is the optional component of the Bachelor thesis that is highlighted below under recommendations for this program.

Enhancing the research component in the Bachelor's program, possibly by introducing a mandatory research project or thesis to better prepare students for advanced studies or research-oriented careers. These changes would help ensure that the programs not only meet the basic requirements but also provide students with a more well-rounded and adaptable education in business administration.

Increasing the flexibility of the Bachelor's program by reducing the number of compulsory credits and offering more specialized elective courses or concentrations. It is challenging to determine if the qualification awarded based on the learning outcomes fully corresponds to the programme content. The limited information provided on mapping makes it difficult to understand this. More explicit mapping between course content, competencies, and the final qualification would strengthen this alignment.

Description and Analysis, Program 2. Business Administration, MA, Level VII

Based on the information provided, the programme structure shows a good balance between the learning component (90 credits) and the research component (30 credits). It appears that the structure ensures the achievement of all programme learning outcomes, especially those related to research skills and advanced knowledge creation, which are typically crucial in master's level education. Additionally, the description does not explicitly mention or demonstrate that the program was developed according to the University's methodology for planning, designing, and developing an education program.

The programme offers only 15 credits for elective courses, which is a relatively small proportion of the total 120 credits. This limited flexibility may restrict students' ability to tailor their learning to their specific interests or career goals within the broad field of Business Administration. A more balanced approach with increased elective options especially including advanced technologies and data analytics could better ensure that the program content aligns with diverse student needs and the varying demands of the dynamic and ever evolving business world.

Evidences/Indicators

- ✓ Panel interviews
- ✓ BBA (Bachelor's Programme in Business Administration, Curriculum, Map of Learning Outcomes)

- ✓ MBA ("Master's Programme in Business Administration", Curriculum, Map of Learning Outcomes)
- ✓ Programmes of the academic courses (syllabi);
- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program
- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Evaluation results of research activities of personnel
- ✓ Interviews results with university administration, staff, students, graduates and employers
- ✓ Self-evaluation report provided by the university
- ✓ Rules for planning, designing, evaluating and developing the educational programme of Davit Agmashenebeli University of Georgia

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Recommendation(s):

Standard 1.4 It is recommended to introduce a mandatory research project or thesis to better prepare students for advanced studies or research-oriented careers.

Suggestion(s):

Standard 1.4 Reducing the number of compulsory credits and offering more specialized elective courses or concentrations.

Standard 1.4 More explicit mapping between course content, competencies, and the final qualification should be provided to show a clear alignment.

Programme 2. Business administration – Master’s Programme, Level VII

Recommendation(s):

Standard 1.4 The panel recommends a more balanced approach with increased elective options especially including advanced technologies and data analytics could better ensure that the program content aligns with diverse student needs and the varying demands of the dynamic and ever evolving business world.

Suggestion(s):

Standard 1.4 It is suggested to increase elective options especially including advanced technologies and data analytics.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

The Master's and Bachelor's programs in Business Administration at SDASU generally align with the requirements of Standard 1.5. However, there are some areas of concern and opportunities for improvement, for example, the programs demonstrate consistency between course learning outcomes and overall program outcomes, which is commendable. The alignment with the national qualifications framework for the respective levels (6th for Bachelor's and 7th for Master's) is also noted. However, the SER and relevant documents lack specific details on how this alignment is achieved and maintained across all courses.

While the HEI claims that credit allocation is based on learning outcomes, teaching methods, and course complexity, there is no clear evidence provided to support this assertion. A more detailed breakdown of how credits are assigned would enhance transparency and ensure proper workload distribution as per ECTS workload guidelines. The use of current field achievements in study materials is mentioned, but the document fails to provide concrete examples or a systematic approach to incorporating cutting-edge research and industry trends into the curriculum. This area requires more attention to ensure the programs remain relevant and up-to-date. The evaluation methods for learning outcomes are described as being in accordance with course content, but the document lacks specifics on the variety and appropriateness of these methods. A more diverse range of assessment techniques might be beneficial to cater to different learning styles and better prepare students for real-world challenges.

Description and Analysis – Program 1, Business Administration, BA, Level VI

The program appears to align well with the standards, demonstrating a structured approach to curriculum design and learning outcome achievement mentioned above. In general, the content and credits for each course are designed to support specific learning outcomes, which in turn contribute to overall program objectives. For example, the description is quite general and does not provide concrete examples of how learning outcomes are mapped to specific courses or how credit allocation is determined. The program also seems to incorporate limited current field developments and international perspectives through partnerships with foreign universities. A more emphasis is necessary in this regard.

While the description mentions that achievement of learning outcomes is assessed, it does not detail the specific methods or criteria used, which could raise questions about consistency and rigor across courses. Panel suggests that a clear mapping should be provided to make this process transparent and clear for all the stakeholders. Although the description states that study materials are based on current field achievements, there's no indication of how frequently these materials are updated or reviewed to ensure ongoing relevance. Some of the module descriptions list course literature that is outdated.

Description and Analysis, Program 2. Business Administration, MA, Level VII

The program appears to align with established national qualification framework and accreditation standards for a master's level education. It demonstrates an understanding of ensuring that course content, learning outcomes, and credit allocation are designed to achieve the overall program objectives. The program also emphasizes consistency with national qualification frameworks and incorporates a limited current field developments into study materials.

The description does not mention any external review or benchmarking processes to ensure that the programme meets industry or international standards, which is often considered important for master's level programmes. Panel also failed to find any specific information during the panel interview on this. It is recommended that a clear benchmarking strategy should be developed and implemented with evidence and analysis visible for such accreditations. While the description outlines a general framework for aligning course outcomes with programme outcomes, it does not provide concrete examples or metrics for how this alignment is achieved or measured.

Although the description mentions that achievement of learning outcomes is evaluated, it does not provide detailed information on the specific assessment methods used or how they ensure the validity and reliability of the evaluation process. This section in the SER provided only limited information to make a clear assessment for standard 1.5 for the Master program.

Evidences/Indicators

- ✓ Panel interviews;
- ✓ BBA (Bachelor's Programme in Business Administration, Curriculum, Map of Learning Outcomes);
- ✓ MBA ("Master's Programme in Business Administration", Curriculum, Map of Learning Outcomes);
- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi;
- ✓ Methodology of planning, elaboration and development of educational programs;
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme;
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program;
- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Evaluation results of research activities of personnel;
- ✓ Interviews results with university administration, staff, students, graduates and employers;
- ✓ Self-evaluation report provided by the university.

General recommendations of the cluster:

Standard 1.5 Panel recommends implementing a systematic review process for course syllabi, involving both academic staff and industry experts, to ensure that course content, learning outcomes, and assessment methods remain current and aligned with industry needs.

Standard 1.5 It is recommended to develop a more structured approach to incorporating international perspectives into the curriculum, possibly through increased collaboration with foreign universities and the integration of global case studies and research findings across courses.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Suggestion(s):

Standard 1.5 Panel suggests that a clear mapping should be provided to make this process transparent and clear for all the stakeholders.

Standard 1.5 All modules/courses descriptions should have up to date course literature.

Programme 2. Business administration – Master’s Programme, Level VII

Recommendation(s):

Standard 1.5 It is recommended that a clear benchmarking strategy should be developed and implemented with evidence and analysis visible for such accreditations.

Suggestion(s):

Standard 1.5 While the description outlines a general framework for aligning course outcomes with programme outcomes, it does not provide concrete examples or metrics for how this alignment is achieved or measured.

Standard 1.5 Although the description mentions that achievement of learning outcomes is evaluated, it does not provide detailed information on the specific assessment methods used or how they ensure the validity and reliability of the evaluation process.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

According to the self-assessment report of the cluster submitted by the HEI, the documentation enclosed to it and the interviews conducted during the visit, the admission prerequisites to the BBA and MBA Programs at SDASU are mostly logical, fair and transparent and correspond to the level of education, which mostly ensures the inclusion of applicants with the relevant knowledge and skills in the Programs to achieve the learning outcomes of the programs. Despite the prerequisites and procedures for admission to the educational Programs are not detail-described, in the program description it is just mentioned that the admission prerequisites comply with the rules established by the legislation of Georgia. Based on interviews with administrative staff and heads of program, it can be said that the admission preconditions are coming out from the analysis of the research results conducted with the students, alumni, employers and other stakeholders of the program. In general, the prerequisites follow out from the experience and the benchmark of the relevant programs. They mostly take into consideration the market demand for qualified specialists in program target fields of Business Administration. Admission Prerequisites are written in the programs, they are available to the stakeholders and can be found on the University website - <https://sdasu.edu.ge/swavleba/#business>.

Description and Analysis – Program 1, Business Administration, BA, Level VI

According to the self-assessment report of the cluster submitted by SDASU, the BBA program curriculum and the interviews conducted during the accreditation visit, the admission preconditions of this undergraduate program, in general, are transparent and accessible for everyone. The information about program admission preconditions is written in the program description and is performed on the University website. According to the record in the program document students are admitted to the BBA Program in accordance with the rule stipulated by the Georgian legislation. After completing the general education level, one has to successfully pass the Unified National Examination. Also, *“a person with a complete general education has the right to study in a bachelor's program without passing unified national exams, internal/external mobility and passing unified national exams by the rules established by the legislation of Georgia”*. However, to avoid some misunderstanding, this explanation should be formulated more clearly and should define in more detail the minimal relevant subject-based knowledge and skills (e.g. in math, foreign languages, or/and other subjects) that is required to continue studying at this BBA program and achieve PLO.

Description and Analysis, Program 2. Business Administration, MA, Level VII

Based on the information provided in the self-assessment report of the cluster submitted by SDASU, the MBA Program description and the interviews conducted during the accreditation visit, the panel noted that the Master's degree educational Program in Business Administration admission preconditions, in general, are transparent and accessible for everyone. The information about program admission preconditions is performed on the University website. According to the record in program description, “a person with at least a bachelor's degree or an equivalent academic degree has the right to study based on the results of Common Master's Exams and exams determined by the university (specialty and English language (B2 level), except for the cases defined by the current legislation of Georgia). The competitor will be exempted from the English language test if he/she presents an appropriate certificate proving the language proficiency at the B2 level. To ensure the need and availability of information, deadlines for the candidate's registration for the Master's students, the documents list to be submitted, and the exam questions, approved by the School Council, will be posted on the university's website”. It should be mentioned that the Master's educational program in Business Administration has relevant, transparent, fair, public and accessible admission preconditions and procedures that mostly ensure the engagement of individuals with relevant knowledge and skills in the program to achieve learning outcomes. However, it is not clear enough if the applicants are obligated to pass some kind of subject-based internal exam or an interview for being admitted to the program. To avoid some misunderstanding, this kind of explanation should be clearly formulated and to define in more detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that is required to continue studying at this MBA program and achieve the learning outcomes stated in it.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ The University website - www.sdasu.edu.ge
- ✓ The Panel Interview Results

General recommendations of the cluster:

Standard 2.1 It is recommended to formulate Programs Admission Preconditions clearly and define in detail the minimal relevant subject-based knowledge and skills that are required to continue studying at the programs and achieve the learning outcomes stated in the Programs.

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Recommendation(s):

Standard 2.1 It is recommended to formulate clearly and define in detail the minimal relevant subject-based knowledge and skills (e.g. in math, foreign language, etc.) that is required to continue studying at this BBA program and achieve PLO.

Programme 2. Business administration – Master’s Programme, Level VII

Recommendation(s):

Standard 2.1 It is recommended to formulate clearly information about internal procedures of admission (i.e. internal exam, interview) and define in detail the minimal relevant subject-based knowledge and skills (e.g. in business and management, finance and accounting, economics, etc.) that is required to continue studying at this MBA program and achieve the learning outcomes stated in this program.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

SDASU ensures development of students' practical, scientific, research, creative, performance and transferable skills in accordance with learning outcomes and educational level. For that university has different resources and planned activities. The relevant components offered within the programs are structured and aimed to enhance the mentioned skills as well as fostering students' active involvement in research projects aligned with program learning outcomes. Key elements include:

- **Practical Training and Career Service:** A practice component is provided within the BBA and MBA educational programs. Both programs feature courses with both theoretical lectures and practical contact hours. Students undertake professional practice, which allows them to apply their theoretical knowledge in real-world settings, develop professional skills, and enhance their employment and internship prospects. To implement the internship (practice) component, SDASU has signed agreement/memorandums with several organizations (e.g. LLC- G.T Company; LLC- IN TRADE; LLC- GCB-Group; LLC- New Georgian Capital; JSC-Micro Business Capital; etc.). The practice is organized and planned in accordance with the programs' learning outcomes. The supervisor of the practice is responsible for the implementation of the practice; he/she ensures that the practical studies is carried out perfectly; the host institution assigns a mentor who will supervise the students in the institution. During practice, the student observes the host institution's bylaws, safety and ethics norms, performs specific work and keeps a practice diary, in accordance with the practice calendar plan and the mentor's instructions. This component and approach allow students to develop the acquired theoretical knowledge in a practical environment. Also, the university has established a Center for Supporting Students' Career Development and Alumni Employment, which offers students information about job vacancies, assists them in document preparation, and facilitates connections between graduates and employers. In accordance with the signed agreements with various organizations, it has organized several activities to support internships, professional seminars, and other career-related events.

- **Student Conferences and Research Development:** Based on the information from the self-evaluation report (SER), enclosed documents, and interview results, the panel noted that the Faculty of Business and Social Sciences organizes annual students' conferences and workshops, where students are eligible to participate and present their work. Also, an international student scientific conference is held every year at the University, the faculties have sections where students of all levels participate. The abstracts of the winning papers are published in the conference materials, in the form of a journal. Academic/invited staff supervise the research activities of the students and enhance their involvement in scientific/research activities/projects.

- **Additional Academic Work:** The development of the students' practical, research, creative, performing and transferable skills are along with all those skills, which the BBA as well as MBA programs help to develop by achieving learning outcomes. The compulsory and elective courses, offered in program curriculums, teaching methods (e.g. case studies; problem-based tasks; practical assignments; presentations), practical lessons, seminars in a working group, preparation of mini-projects integrated in the program or working on bachelor's/master's thesis are mostly ensuring students practical, research, creative, performing and transferable skills. In addition, mid-term assessments often include academic tasks like abstracts and project presentations, which mostly support development of above-mentioned skills.

Based on the documentation submitted by SDASU and interview results, the panel noted that employers, as well as graduates, in general, extend satisfaction with competences and practical skills of the BBA and MBA students (particularly, such as data collection, analysis and classification, detailed orientation and problem-solving; soft skills, etc).

It would be perfect if SDASU created a laboratory or an innovative hub where students will have the possibility to develop and master their transferable, creative, performance and practical skills.

Description and Analysis – Program 1, Business Administration, BA, Level VI

Based on the provided information from cluster documentation submitted by SDASU, and interview results, the panel noted that practical, research, creative, performing and transferable skills are along with all other subject-based skills, which the BA Program in Business Administration aims to develop by achieving stated learning outcomes. The compulsory and elective courses, teaching methods (e.g. case studies; problem-based tasks; practical assignments; presentations), practical lessons, seminars in a working group, preparation of mini-projects integrated in the program and substantially ensuring students practical, research, creative, performing and transferable skills. Moreover, the practical component of the program is partially integrated in some subject-based mandatory courses (e.g. Fundamentals of Management; Fundamentals of Project Management; HRM; Strategic Management; Business Communications; Corporate Ethics and Social Responsibility, etc) and are planned according to the learning outcomes and mostly correspond to the second cycle of education. However, within the program students substantially develop the competencies necessary for the learning outcomes and educational level, because the curriculum of this undergraduate program does not include a Bachelor's thesis/project as mandatory course/component. Also, in none of the courses is there a mandatory component of assessment (without which it would be impossible to complete the course) a project. The panel noted that the Bachelor's thesis should be considered as a critical component of the BBA program, providing an opportunity for students to address complex issues and develop research skills in their fields. Thus, it should be replaced and defined as a major mandatory course.

Description and Analysis, Program 2. Business Administration, MA, Level VII

Based on the provided information from cluster documentation submitted by SDASU, and interview results the panel noted that the Master's Program in Business Administration includes different courses and activities, which provide development of practical and scientific / performing skills, such as the research methods in business; Data analysis and modeling in business in Excel and SPSS environment, courses, research projects, Internship/professional practices, publishing articles, taking part in the conferences, writing the prospectus and master thesis. Moreover, the master's thesis is a critical component of the MBA program, providing opportunity for students to address complex issues and develop scientific research as well as critical and creative thinking skills in their fields. The faculty council oversees topic approvals and ensures alignment with academic standards. The rules and conditions of evaluation are provided in the Provision of Preparing and Defending the Master's Thesis and are available to the Master's students. However, the panel reviewed randomly selected master's thesis which already were successfully defended and noted that some of them partly align with the stated standards/rules for Master's thesis preparation and defense. While reflecting on the panel interview results as well as considering the cluster documentation submitted by SDASU, the

panel noted that the Provision of Preparing and Defending the Master's Thesis topic, as well as rules of their approvals should be revised in terms of ensuring alignment with academic standards.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ The BBA and MBA Program Curriculum and Syllabi;
- ✓ Observation of the On-site resources;
- ✓ The Memorandums of Understanding signed with Partner organizations;
- ✓ The University website - www.sdsu.edu.ge (information on conferences and research activities)
- ✓ The Panel Interview Results

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Suggestion(s):

Standard 2.2 It is suggested to consider the Bachelor’s thesis as a critical component of the BBA program, providing an opportunity for students to address complex issues, develop research skills in their fields and achieve stated learning outcomes, and define this component as a major mandatory course.

Standard 2.2 It is suggested to incorporate practical projects, both group and individual to achieve the learning outcomes defined in the program effectively.

Programme 2. Business administration – Master’s Programme, Level VII

Recommendation(s):

Standard 2.2 To ensure the MBA program students research, creative and transferable skills it is recommended to revise the Provision of Preparing and Defending the Master's Thesis, rules and approaches to select and approval of topics for MBA thesis, as well as supervisors, in terms of ensuring alignment with the academic quality standards.

Suggestion(s):

Standard 2.2 It is suggested to aim Master's theses at producing actual research, apply relevant research design, evaluate complex ideas, and effectively communicate findings.



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 – Bachelor's Programme, Level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

In general, both BBA and MBA educational programs grouped in the cluster demonstrate compliance with the requirements of student-centered teaching and learning methods, ensuring that applied methods correspond to the level of education, course content, and stated learning outcomes. The programs employ a variety of teaching methods designed to engage students actively in the learning process. These methods include Interactive lectures/seminars; Case Study; Projects; Discussion/debates; Group Work; Collaborative Learning; Problem-Based Learning; Brainstorming; Role-plays and situational Analysis; Demonstration method; Practical Work; Verbal instruction, Written Assignments, and etc. The diversity of teaching methods is appropriate for the course content and ensures that students can achieve the learning outcomes specified in each course syllabus.

It should be noted that the instruction methods used in the program are specified in the syllabi/guidelines of respective courses. Thus, the syllabi for each course more or less clearly outline the teaching-learning methods to be employed, demonstrating an alignment between these methods and the course objectives. The methods are not only diverse but also flexible, allowing lecturers to adapt their approach depending on the specific needs of the course or the individual student. This flexibility is crucial in a student-centered learning environment and is particularly important for ensuring that students with different learning styles and needs can succeed. Moreover, both BBA and MBA programs are structured to ensure that teaching methods are interactive, promoting active engagement among students and between students and faculty. This interaction is essential for developing critical and analytical skills, which are key components of the learning outcomes across the programs. The focus on interactive learning methods, such as group discussions and case studies, team-projects, ensures that students are not passive recipients of information but are actively involved in constructing their knowledge. This approach aligns well with the principles of student-centered learning, where the student's active role in the learning process is emphasized.

Despite the above-mentioned, detailed reviewing of syllabi (especially in management subject-based courses) showed that in most courses the similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course.

The panel noted that some syllabi, where multiple choice tests and team presentation or/and group project are implemented as a student's competency assessment tools (e.g. etc.) should be revised in terms of adding more relevant assessment forms (particularly, detail-described rubrics) for valid and reliable assessment of competency of students. For objective and reliable evaluation of students individual achievements, as well as to identify and measure each student's individual abilities, competencies, and knowledge in a specific topic or subject/course, as well as to identify student's strengths, reveal gaps, and understand his/her proficiency levels, the assessment should be conducted using valid method(s) with detailed described rubrics, measurable and reliable indicators and relevant scores.

In addition, while interviewing academic and invited staff the panel noted that some lecturers apply and implement more relevant and valid teaching methods or assessment tools for the developing, measuring and evaluating students' achievement, but the implemented methods have not been mentioned and described in syllabi, and in programs as well. Moreover, some lecturers could not clearly explain the purpose and contribution of a concrete teaching method in the process of the program or course learning outcomes achievement. Thus, SDASU should ensure that lecturers apply and implement teaching strategies, learning methods and assessment tools effectively, and the institution should conduct some correspondent activities. In addition, syllabi should describe clearly the methods/tools that are implemented in teaching-assessment processes. Thus, some syllabi should be revised in terms of detailed description of teaching methods and assessment tools / rubrics.

Description and Analysis – Program 1, Business Administration, BA, Level VI

Teaching of the bachelor's program envisages the use of such methods of achieving learning outcomes, which, as a result of mastering the program, provide the student with the academic degree of Bachelor of Business Administration with the appropriate knowledge and relevant competencies. Therefore, in the teaching process, interactive, student-oriented actions and result-oriented methods are used (in particular, verbal method, group work, learning by doing, demonstration method, presentation, case studies, practical work, problem-based learning, project-based learning, e-resource learning and others), which in turn can be imagined as the following activities: Independent work on the books/manuals, participation in discussion-debates, preparation of answers to questions, practical examples, analysis of cases, completion of written assignments, independent preparation of a project and learning by doing practical work. In the teaching process, one or more of the above methods are used, or any other method according to the opinion of the professor, as a result of which the teaching process becomes more varied, and the bachelor's activity becomes more active.

Description and Analysis, Program 2. Business Administration, MA, Level VII

The master's programme is implemented using student-centered teaching-learning methods that are consistent with the programme content, learning outcomes, and provide training of a specialist with relevant knowledge, skills, responsibilities, and autonomy. Therefore, interactive methods are used in the teaching process, aimed at students' actions and results. In particular, verbal method, demonstration method, presentation, practical work, learning by doing, group work, case study, project and problem-based learning, e-resource learning and others, which in

turn can be imagined as follows: Independent work and interpretation of books/manuals, participation in discussion-debate, analysis of cases, group work, preparation of answers to questions, practical examples, performance of written assignments, preparation of a professional report, independent preparation of a paper/project and learning by doing practical work, etc. Depending on the specificity of the component, both specific methods and a combination of methods are used in the teaching process. As a result, the teaching process becomes more diverse, and the activity of the master's student becomes more active. The selection and use of teaching-learning methods is aimed at stimulating the active participation of students in the learning process, taking into account their interests and needs to the maximum, students not only acquiring ready-made knowledge, but also developing skills and achieving the planned learning outcomes.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ The BBA and MBA Program Curriculum and Syllabi;
- ✓ Observation of the On-site resources;
- ✓ The Memorandums of Understanding signed with Partner organizations;
- ✓ The University website - www.sdasu.edu.ge (information on conferences and research activities)
- ✓ The Panel Interview Results

General recommendations of the cluster:

Standard 2.3 The panel recommends for applying the reliable and valid teaching/assessment methods, relevant to the course / program content and stated learning outcomes, it is recommended to revise Programs and syllabi in terms of analyzing applied activities and assignments, as well as detailed describing teaching and assessment methods/strategies

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

Evaluation of students in the David Aghmashenebeli University of Georgia 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 training course, the student must score at least 51 points from the maximum evaluation in order to be considered as having passed the training course, and all of the above is written in detail in the syllabus of each 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 not fully familiar with the information presented in the syllabi regarding the evaluation criteria included in the syllabus of a specific subject and also the mechanism of appeal of points, that is why the university should ensure the effective delivery of information to students, this is confirmed by a site visit and panel interviews.

Evidences/Indicators

- ✓ Site visit;
- ✓ Interviews;
- ✓ "BBA Business Administration" Bachelor's Programme, Curriculum, Learning Outcomes Map;
- ✓ "MBA Business Administration" Master's Programme, Curriculum, Learning Outcomes Map;
- ✓ Bachelor's Thesis Syllabus;
- ✓ Master's Thesis Syllabus;
- ✓ Practice Syllabus.

General suggestions of the cluster:

Standard 2.4 It is suggested for the university to increase awareness of grade appealing mechanisms.

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 – Bachelor's Programme, Level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level 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 – Bachelor's Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<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 the Davit Agmashenebeli University of Georgia, students constantly receive information about the activities planned at the university. During the on-site panel meetings, it was revealed that university students do not have information about exchange programs, they have not participated in any international project, which shows the institution's obligation to strengthen international cooperation with partner universities, if necessary, to sign memoranda in order to increase the number of students participating in exchange programs, since Bringing the mentioned issue to completion is very important to ensure quality education. It should be noted here that the number of students participating in exchange programs was requested by the group of experts according to years, although the institution did not provide the mentioned document.

During the visit to the self-assessment group at the Davit Agmashenebeli University of Georgia, students and graduates were not represented, the group of experts was deprived of the opportunity to interview students and graduates face-to-face, whose effective involvement in the self-assessment process is very important. Taking this into account, the university should ensure the effective involvement of students and graduates in the self-evaluation group process.

Based on the visit to the university and also on the basis of the documents provided to the experts, it is established that almost no scientific activities are held at the university, therefore students are deprived of the opportunity to conduct research and disseminate it within the university. It is also important to note the fact that undergraduate/master's students are not effectively involved in the research component, which is a very important component for quality education. Accordingly, it is important to increase the number of scientific activities, conferences, projects, seminars, and other types of events in the university.

Evidences/Indicators

- ✓ Site visit;
- ✓ Interviews;
- ✓ Rector's order No. 113 dated 27.02.2016 on measures to further improve students' social status, tools for supporting socially vulnerable students;

- ✓ Individual curriculum;
- ✓ Order No. 497/S of 27.12.2017 on support for socially vulnerable students;
- ✓ Support Policy for Students with Special Educational Needs;
- ✓ Support mechanisms for socially vulnerable students and access to tuition fees;
- ✓ Mechanisms for promoting students' career development and graduate employment;
- ✓ The University website - <https://sdasu.edu.ge/>

General recommendations of the cluster:

Standard 3.1 It is recommended that the university have to involve students and graduates in the self-evaluation group.

Standard 3.1 It is recommended that the university have to increase the number of students participating in the exchange project each year.

General suggestions of the cluster:

Standard 3.1 It is suggested that the university has to increase the number of scientific activities planned in the university.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<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.

Cluster and individual evaluation

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

The bachelor's program in business administration at Davit Agmashenebeli University of Georgia has a bachelor's thesis as an optional component. The university has academic staff who guide students in the preparation of their bachelor's/master's theses. The submitted bachelor's and master's theses are incompletely drawn up in accordance with the regulatory document, and the citation rule is not followed in the presented works, which is especially important in the process of preparing both bachelor's and master's theses.

Bachelor's/Master's theses contain a small number of English-language sources, therefore, in order to create a modern valuable thesis, it is necessary to analyze the latest English-language literature of recent years.

The university has a plagiarism detection program that all undergraduate/graduate theses go through and it is recommended that the university implements a plagiarism software module that can also detect artificial intelligence in the thesis.

If necessary, description and analysis according to the education programmes

Data related to the supervision of master's/doctoral students Programme 1. Business administration – Bachelor's Programme, Level VI ⁷	
Number of master's/doctoral theses supervisors	10
//Number of doctoral thesis supervisors	
Number of master's students	6
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	1.17
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- ✓ Site visit;
- ✓ Interviews;
- ✓ MBA Syllabi;
- ✓ Master's Thesis Syllabus;
- ✓ The University website - <https://sdasu.edu.ge/>

Recommendations and suggestions according to the programmes:

Programme 2. Business administration – Master's Programme, Level VII

Recommendation(s):

Standard 3.2 It is recommended that the university together with the supervisors increase the research component in theses.

Suggestion(s):

Standard 3.2 It is suggested that the university implement a plagiarism program that will also detect artificial intelligence components.

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

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
Programme 1. Business administration – Bachelor's Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business administration – Bachelor's Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

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

Cluster and individual evaluation

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

Human resources of the educational programmes grouped in cluster at Davit Agmashenebeli University of Georgia (SDASU) are implemented by a team of academic and visiting staff with appropriate qualifications, adhering to both national legislation and internal regulations. The academic staff, which includes professors, associate professors, and assistant professors, is

selected through a transparent and competitive process that fully complies with the Law of Georgia "On Higher Education" and the university's internal guidelines.

The qualifications of academic personnel are thoroughly assessed against the requirements of their roles, ensuring they meet the highest standards in teaching, research, and academic responsibilities. These qualifications are demonstrated through various academic achievements, including scientific papers, monographs, textbooks, or other scholarly works published in peer-reviewed journals over the past five years.

In addition to academic staff, SDASU invites qualified visiting lecturers or professionals to contribute to its programmes. The competence of invited staff is demonstrated through their relevant experience, knowledge, and specialized skills, which align with the specific learning outcomes of the programmes. This ensures that students receive practical, real-world insights that complement their academic training and help them achieve their educational goals.

The university ensures that both academic and invited staff are engaged in programme implementation in accordance with the legislation and internal regulations of the institution. The workload for the academic and invited staff is systematically managed through a semesterly renewable workload scheme. This scheme assigns tasks based on the functions and responsibilities of each staff member, covering teaching, research, consulting, and programme development activities. The balance of teaching and research duties is designed to ensure the sustainability and quality of the educational programmes.

SDASU has established rules and conditions for academic affiliation, aimed at creating a mutually beneficial relationship between the university and its staff. This affiliation framework ensures that academic personnel can conduct their educational and scientific work on behalf of SDASU while receiving full support from the university in terms of resources and opportunities. The university, in turn, benefits from the academic output and scientific research generated by its affiliated staff.

The head of each programme at SDASU is selected based on their substantial knowledge, experience, and competence in the relevant field. They play an active role not only in the development and design of the programme but also in its evaluation and implementation. Their leadership is crucial for maintaining the academic integrity and relevance of the programmes, as they continually work to align educational outcomes with current academic and professional standards.

Administrative and support staff at the university also contribute significantly to the implementation of educational programmes. Their competencies, gained through years of experience in the higher education sector, ensure the smooth operation and continuous improvement of the learning environment. Together, the academic, invited, administrative, and support teams at SDASU create a dynamic and well-regulated ecosystem that fosters academic excellence and innovation.

In summary, the educational programmes at Davit Agmashenebeli University of Georgia are delivered by a qualified and well-coordinated team of professionals.. The institution's structured approach to workload management, staff development, and programme oversight ensures that all programmes are implemented effectively and meet the highest standards of higher education.

The programs presented for accreditation needs improvements, which gives reasons to say that human resources of the program needs improvements, for that HEI should carefully plan

professional development program of staff and academic personal focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area.

Description and Analysis – Program 1, Business Administration, BA, Level VI

The programme is implemented by 25 individuals with appropriate qualifications: including 5 professors, 13 associate professors, 1 assistant professor, and 6 invited personnel. (4 affiliated professors, 5 affiliated associate professors, 1 affiliated assistant professor). All of them possess the necessary competence to achieve the learning outcomes specified by the program.

Programme 1. Bachelor's Programme in Business Administration				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁸	Including the staff holding PhD degree in the sectoral direction ⁹	Among them, the affiliated academic staff
Total number of academic staff	25	10		10
- Professor	5	5		4
- Associate Professor	13	5		5
- Assistant-Professor	1	1		1
- Assistant				
Invited Staff	6	3		–
Scientific Staff				–

Description and Analysis, Program 2. Business Administration, MA, Level VII

The programme is implemented by 18 persons with appropriate qualifications, including: 4 professors, 9 associate professors, 1 assistant professor, 4 invited staff (3 affiliated professors, 3 affiliated associate professors, 1 affiliated assistant professor). All of them possess the necessary competence to achieve the learning outcomes specified by the programme.

Programme 2. Master's Programme in Business Administration				
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	18	18	14	7
- Professor	4	4	4	3

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

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

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

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

- Associate Professor	9	9	6	3
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	4	4	3	–
Scientific Staff				–

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ CVs of the academic and invited staff;
- ✓ CVs of the administrative personal;
- ✓ The University website - <https://sdasu.edu.ge/>
- ✓ The Panel Interview Results.

General recommendations of the cluster:

Standard 4.1 The programs presented for accreditation needs improvements, which gives reasons to say that human resources of the program need improvements, for that HEI should carefully plan professional development program of staff and academic personal focused on advanced techniques for assessing and analyzing learning outcomes in the business administration area.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master’s and Doctoral Students

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

Cluster and individual evaluation

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

The Higher Education Institution (HEI) has established clear and transparent qualification criteria for the roles of supervisors and co-supervisors in its Master’s programmes. These requirements are aligned with international best practices and tailored to meet the academic demands and unique characteristics of the specific programmes offered. The supervisors play a crucial role in guiding students through their research journey, ensuring that the academic rigour and quality of the theses meet the institution's high standards.

Qualification Requirements for Supervisors

The qualifications of the supervisors are designed to reflect the highest academic and professional standards required for supervising Master's-level research. Supervisors must be equipped with the latest knowledge in their field of expertise, and their qualifications are confirmed by their active participation in recent scientific research or relevant creative work. Over the past five years, each supervisor must have produced scholarly work, such as scientific papers published in peer-reviewed journals, monographs, textbooks, or, in the case of artistic fields, creative or performance projects. These qualifications are directly related to the general theme and direction of the Master's theses they supervise, ensuring that they can provide in-depth guidance and support to their students.

Responsibilities of the Supervisor

Supervisors are not only expected to possess the requisite academic qualifications but also to actively participate in the supervision process, offering expertise that aligns with the evolving nature of their discipline. The supervisor's role includes advising students on their research topics, methodology, and the overall development of their thesis. This engagement ensures that students receive relevant, up-to-date insights, preparing them to contribute to their field both academically and professionally.

Supervisors also play a significant role in ensuring that the research projects reflect current trends in the respective fields and adhere to the highest ethical standards. As part of their duties, supervisors must provide constructive feedback throughout the research process and help students align their work with international academic standards, ensuring that the final thesis is not only relevant but also contributes to the broader academic conversation.

Qualification Requirements for Co-supervisors

In cases where co-supervision is required, the HEI has also developed stringent qualifications for co-supervisors. Similar to supervisors, co-supervisors must possess up-to-date knowledge in the relevant field, participate actively in scientific or creative research, and have a publication or practical project record within the past five years that aligns with the student's thesis topic. Alternatively, for professionals involved as co-supervisors, they must have demonstrated relevant professional experience that corresponds to the theme and direction of the student's thesis. This flexibility allows the institution to incorporate real-world expertise into the academic supervision process, particularly in fields where practical application is vital, such as business administration, law, and the arts.

Co-supervisors bring additional perspectives and specialized knowledge to the student's research, complementing the supervisor's role. This collaborative approach helps ensure that students benefit from a diverse range of expertise, enhancing the quality and depth of their research projects. The inclusion of co-supervisors is especially beneficial in interdisciplinary research or when the student's thesis covers emerging fields that require guidance from multiple subject experts.

Programme Leadership and Responsibilities

The head of an educational programme must be a professor or associate professor with expertise in the relevant field. This individual is responsible for overseeing the academic content, ensuring that the programme is equipped with modern teaching materials, and maintaining alignment with the institution's mission and strategic objectives. If the programme has multiple heads, one may serve as the coordinator, overseeing the smooth implementation of the curriculum and ensuring consistency in programme delivery.

The programme head or coordinator's duties also extend to informing students about the curriculum, advising on the optimal planning of individual study plans, and addressing organizational matters related to the implementation of the programme. Additionally, they collaborate with the quality assurance service to evaluate the programme and ensure that it remains responsive to the needs of students and stakeholders. This leadership role also involves regular interaction with the dean's office, university departments, and external partner organizations, fostering an integrated approach to programme management.

Support for Master's Students

Both supervisors and co-supervisors are critical to the academic success of Master's students. They provide continuous support and guidance throughout the research process, from initial topic selection to the final thesis defense. The HEI ensures that every supervisor has the necessary academic and professional background to effectively guide students, while co-supervisors bring complementary expertise to enrich the research experience.

Furthermore, supervisors are involved in developing students' research skills, ensuring that they adhere to ethical research standards and contributing to their professional growth. For co-supervisors, particularly those with extensive professional experience, the focus is on helping students apply academic theories to real-world scenarios, thereby bridging the gap between theoretical research and practical application.

In conclusion, the Higher Education Institution has developed a comprehensive and transparent set of qualification requirements for both supervisors and co-supervisors in Master's programmes. These qualifications ensure that students receive high-quality guidance from experienced professionals who are active in their fields. By fostering a supportive academic environment, the HEI prepares its Master's students for success, equipping them with the skills, knowledge, and expertise they need to excel in their academic and professional careers.

During the visit, the experts studied the master's theses, in which significant flaws were revealed. Despite the fact that the supervisors of the master's degree are qualified and the requirements are in line with the standards. The papers themselves contain significant flaws. Therefore, supervisors of master's theses should work more with students to prepare a better thesis, and the research methodology should be clearly outlined in theses based on program level.

Programme 2. Master's Programme in Business Administration			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹²	Among them, the affiliated academic staff

¹² Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	10	10	7
- Professor	3	3	3
- Associate Professor	4	4	4
- Assistant-Professor			
Invited Staff	3	3	–
Scientific Staff			–

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ CVs of the academic and invited staff;
- ✓ The University website - <https://sdasu.edu.ge/>
- ✓ The Panel Interview Results.

Recommendations and Suggestions according to the programmes:

Programme 2 Business administration – Master's Programme, Level VII

Recommendation(s):

Standard 4.2 Supervisors of master's theses should work more with students to prepare a better thesis, and the research methodology should be clearly outlined in theses based on program level.

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 – Bachelor's Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

SDASU actively conducts evaluations and satisfaction surveys of academic, scientific, and invited staff, using the results to inform the improvement and development of its programs and support mechanisms. The evaluation process includes an assessment of teaching, research, and creative/performing activities. These evaluation results are crucial for the professional development and promotion of staff, ensuring that faculty members receive targeted support for their continuous improvement.

The university engages in various initiatives to support the professional development of its academic, scientific, and invited staff, including program heads, supervisors of master's and doctoral students, and visiting staff when necessary. This development includes participation in international research projects, conferences, and scientific activities. SDASU provides the necessary material and financial resources to foster staff involvement in scientific, research, and creative work, promoting both institutional and individual academic growth.

SDASU has established rules for internal grant funding and textbook publishing, ensuring transparency in participation through publicly available guidelines on the university website. Competitions for internal scientific-research grants and textbook publications are held to stimulate a competitive research environment, integrate research into the educational process, and develop scientific potential by involving young researchers. The university publishes a scientific journal, *Spektri*, offering free publication for academic staff, visiting scholars, and doctoral students, contributing to increased international visibility and citation indices of the university's academic output.

In support of academic development, SDASU finances the publication of articles in high-impact journals, enhancing international recognition of faculty research. The university also offers training on various topics, including accessing electronic scientific databases, publication strategies for high-impact journals, academic integrity, and securing grant funding. These initiatives provide essential knowledge and skills for faculty members and doctoral students to advance their research and publishing efforts.

Master students receive continuous support from their thesis supervisors and the Center for Scientific Research and Lifelong Education, through online and in-person consultations. These consultations focus on preparing theses, conducting literature reviews, and identifying suitable journals for publishing their work. SDASU also assists students in finding research grants and opportunities for commercialization of research by fostering collaborations with the state and private sectors.

The university promotes the integration of research findings into its educational programs by including monographs and textbooks based on original research in updated training courses and syllabi. Students are exposed to the latest scientific achievements and modern research methodologies, supporting their ability to engage in cutting-edge research.

To encourage young scientists, SDASU organizes international scientific conferences, including the Week of Young Scientists, where a collection of research theses is published. The best papers are featured in a special edition of *Spektri*. Additionally, SDASU supports the participation of academic staff and master's students' supervisors in international projects, although the current level of engagement in these activities is low.

.During site visits we ask academic staff and students about grant activities but no one confirmed that they have received the grant form HEI.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU

- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ CVs of the academic and invited staff;
- ✓ CVs of the administrative personal;
- ✓ The University website - <https://sdasu.edu.ge/>
- ✓ The Panel Interview Results.

General suggestions of the cluster:

Standard 4.3 It would be good if HEI increases development academy staff and students' involvement in international activities and research projects.

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 – Bachelor’s Programme, Level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level 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.

Cluster and individual evaluation

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

SDASU ensures that its educational programs are equipped with the necessary library, material, laboratory, informational, and digital resources to support the achievement of program objectives and learning outcomes. These resources are consistently updated to reflect current academic and industry standards. The university's library provides all core literature listed in the syllabi, along with supplementary teaching materials, including electronic resources, to further aid students in reaching their learning goals.

Students have access to modern scientific journals, digital resources, and international electronic library databases. This enables them to stay informed about the latest scientific developments in their fields, which in turn helps them meet the learning outcomes of their programs. These resources are readily available to both students and staff, fostering an open and supportive academic environment.

SDASU's learning spaces are well-equipped and include educational auditoriums, a library, staff rooms, laboratories, computer centers, conference halls, a television studio (broadcasting in Full

HD on Silk TV, Magticom, myvideo.ge, and SDASU.tv), a radio studio, and a sports hall. These spaces are furnished with the necessary equipment and materials tailored to the needs of the various educational programs. All classrooms are equipped with natural and artificial lighting unless otherwise specified by the program.

The university's facilities provide a safe and conducive learning environment. Key areas include a lobby, teaching auditoriums, staff rooms, recreational spaces, administrative storage, archives, group workspaces, sanitary units, a library, a press club, research laboratories, and a fast-food facility. Real estate contracts are legally registered in compliance with relevant regulations.

In terms of technological and digital resources, SDASU is well-equipped with computers, laptops, projectors, printers, televisions, professional cameras, radio and wireless microphones, audio and video mixers, photocopiers, scanners, surveillance cameras, servers, Wi-Fi modems, routers, and other essential devices. This ensures that both students and staff have the necessary tools to effectively engage in in-person and remote learning environments.

The library offers a comfortable study environment, equipped with poufs, coffee tables, waiting chairs, glass tables, office chairs, and bookshelves. Students can access dedicated reading rooms, workspaces, computer stations, photocopiers, and printers. The library's collection consists of over 25,000 bibliographic items in physical form, and students also benefit from access to international library collections.

SDASU ensures that students are fully informed about the availability of these resources and are provided with clear instructions on how to utilize them effectively. The institution's material and technical infrastructure, along with its dedicated staff, supports students and faculty in achieving the program's learning outcomes.

However, the university currently lacks an innovation or entrepreneurship hub to support the development of transversal skills, which could serve as a foundation for introducing innovative courses. Additionally, there is a notable gap in modern course offerings such as Artificial Intelligence, Cybersecurity, and Data Analytics—fields that are increasingly essential for contemporary business education. Establishing an innovation hub could be a valuable step toward addressing these needs.

Description and Analysis – Program 1, Business Administration, BA, Level VI

The Bachelor's program in Business Administration is well-supported by SDASU's material and technical resources. Students are informed about the availability of these resources and how to use them effectively. The infrastructure of SDASU and the Faculty of Business and Social Sciences fully supports the program's learning outcomes. Students also have access to modern technology for practical assignments, including project presentations. SDASU TV provides opportunities for students to collaborate with the Faculty of Journalism on programs that cover contemporary business topics.

Description and Analysis, Program 2. Business Administration, MA, Level VII

The Master's program is equally supported by extensive library and technical resources. The university library offers both physical and digital materials specified in the syllabi, ensuring that students can achieve the program's learning outcomes. Library staff provide guidance in locating

materials and accessing the latest publications. All necessary material and technical resources are readily available, and students are fully informed about how to access and use them.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ Side visit;
- ✓ The University website - <https://sdasu.edu.ge/>
- ✓ The Panel Interview Results.

General suggestions of the cluster:

Standard 4.4 It will be good if the university currently establishes an innovation or entrepreneurship hub/lab to support the development of transversal skills, which could serve as a foundation for introducing innovative courses in the Business administration programs.

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 – Bachelor’s Programme, Level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level 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.

Cluster and individual evaluation

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

The budget of the Faculty of Business and Social Sciences is a key component of the overall financial plan of Davit Agmashenebeli University of Georgia. It provides the necessary financial resources to support the effective implementation of the faculty's educational programmes. This budget covers all essential expenditures, including programme-related costs, staff salaries, and various operational expenses, ensuring the smooth functioning of the faculty's academic and administrative activities.

faculty budget is 1411217 GEL, expenses is 671 586 GEL surplus is 739 636

Description and Analysis – Program 1, Business Administration, BA, Level VI

Accordinging program budget income is 423 627 GEL expenses 201 609 Gel, net surplus is 222 039 GEL.

During the visit, the panel of experts could not be convinced of the correctness of the budget. And we believe that there are many hidden gaps in the budget. Because the number of these students does not apply to the program.

Although it seems that according to the budget it is not determined that the program may face a threat of functionality, according to the number of students and tuition fees, it is impossible that the income in the bachelor's budget is 423,627 GEL, because there are 50 students of active status.

Description and Analysis, Program 2. Business Administration, MA, Level VII

Accordinging program budget income is 112 615 GEL expenses 53594 Gel, net surplus is 222 039 GEL.

During the visit, the panel of experts could not be convinced of the correctness of the budget. And we believe that there are many hidden gaps in the budget. Because the number of these students does not apply to the program.

Although it seems that according to the budget it is not determined that the program may face a threat of functionality, according to the number of students and tuition fees, it is impossible that the income in the master's budget is 112,615 GEL, because there are 6 students of active status.

The higher education institution should develop an adequate budget planning methodology and prepare a more realistic budget for programs.

Evidences/Indicators

- ✓ The SER of the cluster, submitted by SDASU
- ✓ BBA Program Curriculum;
- ✓ MBA Program Curriculum;
- ✓ Program Budgets;
- ✓ The University website - <https://sdasu.edu.ge/>
- ✓ The Panel Interview Results.

General recommendations of the cluster:

Standard 4.5 It is recommended that HEI should create budget planning methodology and review program budgets.

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 – Bachelor's Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

Based on existing internal regulations, an internal quality assurance system of the David Aghmashenebeli University of Georgia (SDASU) ensures the involvement of various interested parties (students, graduates, academics and invited staff, administration and employers) in quality assessment of the program. Coordination and monitoring of educational programme planning, elaboration, implementation and development are coordinated by the University Quality Assurance services. The University conducts the surveys of academic/invited staff and students, as well as analyzes the opinions of employers and graduates.

In March, 2024 at the meeting of the Council of the Faculty of Business and Social Sciences in order to submit educational programmes for re-accreditation and develop a self-evaluations of the programs, a self-evaluation group was formed which consisted of representatives of Faculty administration, Quality Assurance Service, head of programs, affiliated academic staff, employers, students and graduates. The head of the self-evaluation group was elected. Tasks were distributed among the members of the self-evaluation group. The head of the group coordinated the process of self-evaluation. Members of the working group were consulted by the quality assurance service of SDASU. In order to verify and systematize the information collected by the members of the working group, meetings were held with the academic staff, the faculty's dean's office, and employers. The mentioned meetings are reflected in the minutes. The process

was coordinated by the head of the working group. The self-evaluation report, along with the attached documentation, was discussed at the faculty council for the purpose of agreement and submission to the quality assurance service of the SDASU.

A number of changes were made in order to consider the challenges revealed during the self-evaluation process, for example changes were made in the structure and syllabi of both programs. But at the same time it should be noted that in the produced self-evaluation report there are no areas for improvement identified for standards 1, 2, 3. It should be noted that, in the process of self-evaluation the University should fully and completely identify the areas for improvement as well as planned activities and timelines for the areas to be improved for in order to perform adequate SWOT analysis. Self-evaluation report is more descriptive rather than analytical. As shown in the self-evaluation report and according to the point of view of the institution's representatives, the shortcomings identified in the self-assessment process were eliminated during the process of preparing the programs for accreditation, and at the moment the areas for improvement are no longer identified.

The University has in place methodology of planning, elaboration and development of educational programs (last updated in January, 2023) to ensure the participation of all stakeholders (academic staff, students, graduates, employers) in the programme development process. The methodology document defines requirements to educational programmes, responsibilities to program supervisor/coordinator, principles and procedures for planning and elaboration of educational programs. Educational programs are elaborated by academic and invited staff of the respective Faculty of the University. Besides the academic and invited staff, other interested parties (field specialists, potential employers, graduates, etc.) are involved in the program designing process. An educational program is reviewed by the Faculty Council and in case of positive evaluation, submits the program to the Quality Assurance Service of the University. The University's Quality Assurance Service checks and determines conformity of the educational program with acting standards of Georgia and the University regulations. If the Quality Assurance Service reveals any kind of discrepancy, the program is given back to the Faculty Council for improving the stated shortcomings. If the quality assurance service makes a positive conclusion, the program is submitted to the Academic board for approval.

The University has developed regulations on “Mechanism for Quality Assurance, Evaluation and Procedure for Utilizations of Evaluation results” (approved in 2017). According to this document, the Quality Assurance Service of the University conducts the evaluation of teaching and research activities of the personnel as well as the evaluation of their professional development. The document also defines other responsibilities of Quality Assurance Service, which should operate according to the principals “Plan-Do-Check-Act”. According to the document, one crucial stage of evaluation and utilization of the results of monitoring and evaluation in decision-making process is the analysis of monitoring results, the key component of which is conducted at the end of each academic year - the so-called SWOT analysis.

Based on the materials submitted by the University and site visit interviews group of experts did not found the evidence that the University fully implements “Plan-Do-Check-Act” principle in everyday operation of the university and conducts SWOT analysis at the end of each academic year as it is indicated in the University regulations. Besides this, a group of experts did not found the evidence that University has in place mechanisms/instruments to monitor and evaluate the electronic/distance learning process, ensure the adaptation of internal quality assurance mechanisms and their proper implementation.

Evidences/Indicators

- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Provision of Quality Assurance Office of the University <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Mechanism for Quality Assurance, Evaluation and Procedure for Utilizations of Evaluation
- Results
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme
- ✓ Methodology for defining the number of personnel per educational program
- ✓ Methodology for defining the students number per educational program
- ✓ Analysis Of internal and external evaluations results by Quality Assurance Service
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program
- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Academic and invited personnel workload regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Students achievements/grades monitoring results
- ✓ Analysis of satisfaction survey results of students and staff
- ✓ Analysis of survey results of employer and graduates
- ✓ Job market research
- ✓ Indicators of graduates' employment
- ✓ Evaluation results of research activities of personnel
- ✓ Minutes of the working groups
- ✓ Annual reports of the Quality assurance Office of the University <https://sdasu.edu.ge/chven-shesakheb/#development>
- ✓ Interviews results with university administration, staff, students, graduates and employers
- ✓ Self-evaluation report provided by the university

General recommendations of the cluster:

Standard 5.1 It is recommended that in the self-evaluation processes of the programs the University should fully and completely identify the areas for improvement as well as planned activities and timelines for the areas to be improved.

Standard 5.1 It is recommended that the University fully implement the "Plan-Do-Check-Act" principle in everyday operation and conduct SWOT analysis at the end of each academic year as it is indicated in the University regulations.

Standard 5.1 It is recommended to develop mechanisms/instruments to monitor and evaluate the electronic/distance learning process, ensure the adaptation of internal quality assurance mechanisms and their proper implementation.

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 – Bachelor's Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master's Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

The main external assessment instrument for SDASU is the accreditation and authorization conducted by the National Center for Enhancement of Education Quality of Georgia. The programme accreditation carried out by National Center for Enhancement of Education Quality of Georgia is a programme evaluation that determines the compliance with national accreditation standards. On July 18, 2018, accreditation was granted to the 'Business Administration' bachelor's programme, and on June 13, 2019, accreditation was granted to the 'Business Administration' master's programme. Most of the recommendations and suggestions given during the previous accreditation process in 2018 and 2019 were taken into consideration. In addition, in 2020 external evaluation of the BA program was carried out by the accreditation expert group within the framework of program monitoring by the National Center for Educational Quality Enhancement, 2020. It should be noted that some of the recommendations given during the previous accreditation are not taken into account during the renewal of the programs. For example, in the 2018 external assessment of the BA program it was recommended that the bachelor's thesis be compulsory. However, this recommendation is not taken into account in the program submitted for the accreditation.

The university uses the results of surveys of graduates and employers as another tool of external quality assessment. The National Sectoral Benchmark for Business Administration Programs that was developed and adopted in Georgia in 2023 served as a basis for the development and quality assessment of the programme.

It is worth to note that external collegial developmental peer-reviews of the programs were not carried out by foreign experts. To ensure external collegial developmental peer-reviews of the programs from foreign colleagues/industry professionals is essential not only for the further development of the educational programs but also for the internationalization processes in the University.

Evidences/Indicators

✓ Accreditation Expert Group Report on the Higher Education Programme in Business Administration at Davit Agmashenebeli University of Georgia (Dates of Evaluation: April 30, 2018 - May 1, 2018.)

✓ Accreditation Expert Group Report on the Master's Educational Programme in Business Administration at Davit Agmashenebeli University of Georgia (Dates of Evaluation: May 21, 2019, Date of submission of report: 10 June 2019)

✓ Decision of Accreditation Council of Educational Programs (MES 5 20 0000599366; 14/07/2020) on Termination of Process for the Cancellation of Accreditation of the Bachelor of Business Administration Program.

✓ Accreditation expert group report for Bachelor of Business Administration Program initiated within the framework of program monitoring by the National Center for Educational Quality Enhancement, 2020

✓ Interviews results with university administration, staff, students, graduates and employers

✓ Self-evaluation report provided by the university.

General recommendations of the cluster:

Standard 5.2 It is recommended to discuss and take into consideration recommendations received during the programme accreditation/authorization process.

Standard 5.2 It is recommended to ensure an external collegial developmental peer-review of the programs from foreign colleagues as well as from foreign/local industry professionals.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

For the purpose of monitoring, the institution has conducted satisfaction surveys of staff, undergraduate and graduate students of business administration programs. The employment indicators have been presented - a survey of the graduates of these educational programs has been presented in order to determine the employment indicators.

The institution has conducted labor market research, employer and graduate surveys. In addition, the University monitors the academic achievements/grades of the students. The institution has also developed a mechanism for evaluating the learning outcomes of the program (approved on 27.12.2003). However, in accordance with the methodology specified in this regulation, the evaluation of the learning outcomes of the programs was not carried out by the quality assurance service. Within the framework of monitoring the quality of the programs, the institution's quality assurance service should implement the existing mechanism for evaluating the learning outcomes of the programs.

The regulatory document of the mechanism for evaluating the quality of academic staff research is adopted in the institution (approved on 27.12.23). According to this document, the points of 5-year scientific activity and 3-year activities of academic staff are established. The maximum number of points is 100. The minimum score for 5 years of activity is 5 points, and the minimum score for one year of activity is 1 point. According to the points, the scientific activity of the academic staff is evaluated as low, medium and high.

The academic staff of the institution fills out an annual self-assessment questionnaire, which includes both an educational and a scientific component. The document of "Academic Staff Research Quality Assessment Mechanism" does not describe what measures should be taken by the administration in case of high, medium, low research activities of academic staff or non-fulfillment of the minimum requirement. In the 2029-2023 report on the scientific activities of the affiliated academic staff presented by the institution, only the amounts of various activities of the staff are indicated. The research activity of each staff member is not evaluated according to the existing methodology. The institution should fully and effectively implement a mechanism for evaluating the research activity of academic staff and utilization of the evaluation results.

As part of the additional documentation, the expert group requested the administrative and support personnel evaluation procedure and evaluation results for the last two years. The expert group could not receive the relevant documentation. Therefore, the expert panel could not find evidence to assess how the institution conducts performance evaluations of administrative and support staff. The institution should develop and implement a mechanism for evaluating the performance of administrative and support staff.

A short summary document of the internal and external evaluation analysis has been created for both programs by the institution's quality assurance department. The experts were provided with a document of comparison/benchmarking with similar foreign programs along with additional requested documents. During the interviews academic staff and program heads indicated that foreign universities' programs from Italy and Netherland were considered for benchmarking.

However, the document indicates several foreign university programs and compulsory study courses. The document is just a description of foreign programs, It does not analyze how similar or different the programs/courses of SDASU are from the indicated analogues. Arguments were not presented as to why the selected universities were defined as analogues. The institution should conduct a comparison/benchmarking analysis with similar foreign programs to promote the implementation of the best international practices in the university.

During the interviews, academic/visiting staff, administration representatives, students and graduates mentioned that the study courses and the lecturer are evaluated in every semester. They noted that for the master's program the supervision of the master's thesis is also evaluated. During the site-visit it was mentioned that academic and invited staff teaching evaluation is carried

out using predetermined classroom observation templates. The classroom observation is conducted by the University administration. However, despite the request of the expert group, the institution failed to provide the evaluation reports and/or other supporting materials as an evidence of the fact that institution evaluates the lecturers and main/compulsory study courses by the end of the semester, implementation of research component and supervision/scientific guidance of master's thesis. It is recommended to ensure that students evaluate (through questionnaires or other means) the main academic course / subject at the end of each course. It is recommended to ensure that master students evaluate the implementation of the scientific-research component, as well as scientific supervision.

Evidences/Indicators

- ✓ University web-page <https://sdasu.edu.ge/en/about-us/#qas>
- ✓ Educational programme and syllabi
- ✓ Provision of Quality Assurance Office of the University <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Methodology of planning, elaboration and development of educational programs
- ✓ Mechanism for Quality Assurance, Evaluation and Procedure for Utilizations of Evaluation
- Results
- ✓ Mechanism of Evaluation of Learning Outcomes of the Educational Programme
- ✓ Methodology for defining the number of personnel per educational program
- ✓ Methodology for defining the students number per educational program
- ✓ Analysis Of internal and external evaluations results by Quality Assurance Service
- ✓ Document of comparison/benchmarking with the analogical local and foreign education program
- ✓ Study process regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Academic and invited personnel workload regulations <https://sdasu.edu.ge/chven-shesakheb/#normative-bases>
- ✓ Students achievements/grades monitoring results
- ✓ Analysis of satisfaction survey results of students and staff
- ✓ Analysis of survey results of employer and graduates
- ✓ Job market research
- ✓ Indicators of graduates' employment
- ✓ Evaluation results of research activities of personnel
- ✓ Minutes of the working groups
- ✓ Annual reports of the Quality assurance Office of the University <https://sdasu.edu.ge/chven-shesakheb/#development>
- ✓ Interviews results with university administration, staff, students, graduates and employers
- ✓ Self-evaluation report provided by the university

General recommendations of the cluster:

Standard 5.3 Within the framework of monitoring the quality of the programs, the institution's quality assurance service should implement the existing mechanism for evaluating the learning outcomes of the programs.

Standard 5.3 The institution should fully and effectively implement a mechanism for evaluating the research activity of academic staff and utilization of the evaluation results.

Standard 5.3 The institution should develop and implement a mechanism for evaluating the performance of administrative and support staff.

Standard 5.3 The institution should conduct a comparison/benchmarking analysis with similar foreign programs to promote the implementation of the best international practices in the university.

Standard 5.3 It is recommended to ensure that students evaluate (through questionnaires or other means) the main academic course / subject at the end of each course.

Standard 5.3 It is recommended to ensure that master students evaluate the implementation of the scientific-research component, as well as scientific supervision.

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 – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business administration – Bachelor’s Programme, Level VI	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 2. Business administration – Master’s Programme, Level VII	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

LLC David Aghmashenebeli University of Georgia

Name of Higher Educational Programmes, Levels:

Programme 1. Business administration – Bachelor’s Programme, Level VI

Programme 2. Business administration – Master’s Programme, Level VII

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 – Bachelor's Programme, Level VI	Partially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Partially complies with requirements
Programme 2. Business administration – Master's Programme, Level VII	Partially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Partially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Muhammad Abdul Rauf

Of the member(s) of the Accreditation Experts Panel

Ekaterine Natsvlishvili,

Eka Gegeshidze,

Ia Natsvlishvili

Vazha Kelikhashvili