



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

**Bachelor's Programme in Business Administration  
Master's Programme in Business Administration  
Master's Programme in Public Administration  
Master's Programme in Local Public Administration  
PhD Programme in Public Administration**

**NNLE GIPA - Georgian Institute of Public Affairs**

Tbilisi  
2025

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	NNLE GIPA - Georgian Institute of Public Affairs
Identification Code of Institution	204429341
Type of the Institution	University

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>	<b>Programme 4</b>	<b>Programme 5</b>
<b>Name of the educational programme</b>	Business Administration	Business Administration	Public Administration	Local Public Administration	Public Administration
<b>Level of higher education</b>	Bachelor	Master	Master	Master	Ph.D
<b>Qualification to be awarded</b>	Bachelor of Business Administration	Master of Business Administration	Master of Public Administration	Master of Public Administration	PhD in Public Administration
<b>Name and code of the detailed field</b>	Management and administration 0413	Management and administration 0413	Management and administration 0413	Management and administration 0413	Management and administration 0413
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-	-	-	-
<b>Language of instruction</b>	Georgian	Georgian	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	180	120	120	120	60
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	New	Accredited 21.3.2019 N65	Accredited 27.11.2012 N717	Accredited 21.2.2018 N35	Accredited 10.12.2021 N1351420

<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ● General Information on the Cluster of Education Programmes<sup>2</sup>

The cluster of business administration and public administration educational programmes includes 5 educational programmes:

1. Bachelor's programme of business administration;
2. Master's programme in business administration;
3. Master's programme of public administration;
4. Master's programme of local self-government;
5. PhD Programme in Public Administration.

Both bachelor and master of Business Administration are operating at GIPA since 2014 and are preparing professional graduates. To follow the international trends, the bachelor's programme transitioned from 240 credits to 180 credits. GIPA maintains a very strong reputation in the area of Public Administration and the academic community, as well as the external partners, are very positive about both master's programmes, which are fully up-to-date and follow the progress of the context. Meanwhile, the doctoral programme in Public Administration started in GIPA in 2021 and is awaiting its first graduates.

### ● Overview of the Accreditation Site Visit

The site visit took place from October 7th till 9th, 2024 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff;
- Team responsible for preparation of the SER;
- Heads of the programmes;
- Academic and invited staff;
- Employers;
- Students;
- Alumni;
- Quality assurance office.

The expert team also had a campus tour and were able to review the final theses.

Synchronous translation was provided for the international expert - the chair of the expert team.

The environment was professional and constructive.

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

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

- All of the fields indicated in the self-evaluation report are filled out;
- The information presented in the self-evaluation report directly refers to the requirements of the evaluation criteria of particular standard component;
- A list of documents and types of information specified in the column of evidence/indicators of the standards document is provided;
- Strengths and Areas for Improvement are presented regarding all standards, considering the components of each of them;
- Additional documents, as requested by the expert group during the site visit, were provided.

1. Bachelor programme of Business Administration complies with all five standards.
2. Similarly, Master programme of Business Administration complies with all five standards.
3. Master programme of Public Administration complies with all five standards.
4. Master programme of Local Public Administration complies with all five standards.
5. Doctoral programme of Public Administration complies with all five standards.

- **Recommendations**

**Cluster recommendations:**

- The group project assessments lack consistency for the individual assessment component as related to a student's input into the group work - it is, thus, recommended that better explanations are provided in both - the syllabi and the assignment criteria.
- The assessment should specify how individual participation will be measured in relation to group projects, ensuring transparency in the evaluation of both mid-term and final assessments. This information should be explicitly communicated in the syllabi and assignment criteria, providing students with a clear understanding of how their contributions will impact their overall evaluation (Please note: This recommendation does not apply to the PhD program).

- **Suggestions for the Programme Development**

**Cluster suggestions:**

- It is suggested that GIPA “establish mechanisms to measure the achievement of new learning outcomes resulting from updates to programme structures and learning objectives, particularly considering sectoral characteristics.” This is suggested to be accomplished for the next evaluation of the cluster, as planned for the areas to be improved.
- It is suggested that the heads of the study programmes and the GIPA administration find the adequate way to communicate the learning outcomes to the employers. Based on the employer insights, GIPA should consider an even stronger emphasis on developing the competencies in the areas of research methodology and data analytics, as well as soft-skills and digital / AI skills. The graduates suggest ensuring better communication about the learning outcomes of the BBA and MBA in order to differentiate between the two.
- It is suggested that both the bachelor and master programmes for business administration review and revise the Mastering completion level to not limit it only to the Final project

(Business plan) in case of the BBA and only to the Master thesis / project in case of the MBA.

- It is suggested that the mid-term and the final assessments are explained in more clarity in the syllabi.
- It is suggested that more emphasis is put on the soft-skills, as well as the development of the ability to apply artificial intelligence in the relevant professional area.
- It is suggested for the syllabi to be reviewed and revised to include not only the English literature, but should include the Georgian literature to correspond to the language of delivery of the study programmes.
- It is suggested that the QA department enhances awareness of the minimum scientific requirements.

### **Specific study programme suggestions:**

#### **Business Administration, Bachelor**

- It is suggested that the objective is revised to reflect the *entrepreneurship* aspect.
- It is suggested to underline the aspect of *entrepreneurship* more concretely in the learning outcomes. Moreover, it is also suggested to revise the compliance of the learning outcomes to the completion levels. Specifically related to the mastering level and its scope.
- It is suggested to display the topics related to entrepreneurship and start-ups more clearly, by transitioning from very traditional business topics to more contemporary themes.
- It is suggested that a combination of the currently offered practical work and the internship are considered. Maybe the internship could be reintroduced as an elective. The working students or those having own businesses might be offered with some relevant conditions on being able to conduct internship in the working place and demonstrate on how they applied the learned theory in practice. Maybe the internship could be a component of the Business laboratories course.
- It is suggested that the practical aspect and the collaboration with the companies is better reflected in the Business laboratories syllabi, as well as the Entrepreneurial mindset and skills development.
- It is suggested to review and increase the publication results for the BBA programme.

#### **Business Administration, Master**

- It is suggested to emphasize the importance of developing the *entrepreneurial mindset and competence* in the MBA programme.
- It is suggested to revise the compliance of the learning outcomes to the completion levels.
- It is suggested to integrate the aspects of *entrepreneurship* more clearly in the modules and in the content.
- It is suggested to broaden the variety of the electives.
- It is suggested to devote more content for the development of the research competencies.
- It is suggested to review and increase the publication results. The scientific approach, particularly regarding the integration of quantitative and qualitative methods, should be emphasized more. Thus, the suggestions are to improve the publication opportunities, as well as to balance the practical and theoretical elements in the MBA programme.

#### **Master programme in Public Administration**

- It is suggested to consider offering the data analytics course.

## **Master programme in Public Administration and Master programme in Local Public Administration**

- It is suggested that GIPA administration finds the way to emphasize the key strengths and the main identity of the Public Administration programs and build the offerings based on them.

## **Ph.D. programme in Public Administration**

- It is suggested to consider putting greater emphasis on the research methodology part in the programme.
- It is suggested to consider creating formal networks for PhD students to promote collaboration and support, enhancing the research environment given the diversity of their projects.
- It is suggested that in order to improve publication outcomes, it would be beneficial for the PhD programme to establish clear journal selection criteria, such as considering journal quality indicators (Q) or impact factors, providing PhD candidates with a more structured approach to selecting suitable journals for their research.

### **• Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

The educational programmes of the presented cluster have a strong component of external evaluation, according to that the educational programmes of the presented cluster are vital and innovative in the Georgian university space, and the internationalization component is represented by various international activities.

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

The University provided the argumentative position (№1650127, 24/12/2024) of the N(N)LE GIPA - Georgian Institute of Public Affairs on the 0413 - Management and Administration fields 5 programmes cluster's draft report. Grounded on this position, the expert team has made the decision not to change anything in the final report and not to provide any additional information.

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

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

## Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

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

<sup>4</sup> **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.

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

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

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

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

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

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

##### 1.1 Programme Objectives

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

#### Cluster and individual evaluation

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

On page 10 of the self-evaluation report, part 1.1. Programme Objectives displays the cluster description and analysis. The objectives of the educational programmes in the cluster are well defined, are clear, are realistic and achievable. The objectives correlate with the respective fields and aim at developing the knowledge, skills and competences of the competitive specialists. The objectives are up-to-date with the present and future industry requirements and contribute to their development. The ability to respond to the ongoing tendencies and changes, was repeated during the meetings with various site visit groups, including the academic employees, heads of the study programmes, the employers, the alumni. The emphasis is put on internationalization, the practical approach, as well as the research component.

The objectives of the cluster align with the mission, vision and strategy of GIPA, underlining the significance of the modern knowledge, freedom, the democratic values. Moreover, the site-visit groups reiterated the strong brand, reputation and image of GIPA, especially in the area of public administration. All of the groups confirmed that GIPA is the leading school for Public Administration and this is one of the reasons for the choice for studies or the choice for teaching. GIPA has a very strong and loyal community - everyone is extremely up-to-date, following the most modern tendencies and paradigms. The Academic staff does great applying the necessary relevant changes, reacting to external developments and student feedback. During the meetings it was confirmed that the administration supports various initiatives coming from the academic staff or students. The experts were told that the bottom-up approach is successfully applied in GIPA and this is exemplary. It was also confirmed that the level of the students and the graduates is very high. GIPA has very proud graduates, stating that GIPA prepares them for the labor market and significant professional positions. Exemplary communication was exhibited for the experts among and with all relevant stakeholders. Students and graduates state that GIPA collects regular continuous feedback and implements timely changes. The students feel heard and are happy with the modern building and infrastructure.

The key directions of the cluster encompass the:

- **Educational activity** grounded on the entrepreneurial approach and the collaboration between academia and the labor market. This was also noticed in the responses by the employers and the alumni, providing a vast number of examples related to the business cases, the company visits, the possibility to write the business plan and the implementation of the practical approach via the programme curriculum.
- **Internationalization** underlines the importance of the international collaboration with the other higher education institutions. Moreover, the transition of the undergraduate study programme “Business Administration” from 240 credits to 180 credits is the example how GIPA aims to strengthen cooperation with foreign institutions, by following similar standards. One tenth of the programme curriculum offered in English is liked by students and opens up possibilities for the international students.
- **Research Activity** as per GIPA’s strategic plan, the cluster and the study programmes aim at increasing the research productivity. Nonetheless, as related to the scientific output, as per the provided publication results for each study programme in the cluster, the expert team notices that the output of publications is not fully sufficient and could be increased, especially for both business administration study programmes.

In addition, as explained in the self-evaluation report and described during the site-visit meetings, the objectives and the learning outcomes of the study programmes are updated in a timely manner, as coordinated by the Quality Assurance group at GIPA. Annex 1 “Educational Programmes and Syllabi” provides very detailed, well substantiated data about each programme. As is mentioned in page 28, it is suggested that GIPA “establish mechanisms to measure the achievement of new learning outcomes resulting from updates to programme structures and learning objectives, particularly considering sectoral characteristics.”

### **Description and Analysis - Business Administration, Bachelor<sup>6</sup>**

On page 11 of the SER the “Business Administration” bachelor’s study programme provides the objective consisting of the knowledge, skills and competences of the specialist being prepared. The objective is grounded on the main areas of business administration, including finances, marketing, management, and project management. Despite this, grounded on the fact that GIPA aims at the key direction of *entrepreneurship*, it is suggested that the objective is revised to reflect the *entrepreneurship* aspect as well.

### **Description and Analysis - Business Administration, Master**

The Master of Business Administration aims at developing the professionals who are able to solve problems, think critically, conduct research, work in teams or individually. It is stated in the SER on page page 12 that the programme’s aim is “to cultivate highly skilled entrepreneur-managers capable of effectively overseeing complex organizations and addressing challenges across various sectors, including private, public, or non-profit, to enhance organizational value.” Since the programme targets the development of the entrepreneurs, it is suggested to emphasize the importance of developing the *entrepreneurial mindset and competence* in the MBA programme.

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

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

## **Description and Analysis - Public Administration, Master and Local Public Administration, Master**

It is clearly substantiated on pages 6, 7, 12 and 13 the main features and objectives of both Master programmes - the “Public Administration” and the “Local Public Administration”. The expert team detects some similarities between the two programmes, including the objectives, and subsequently in the learning outcomes and the curriculum. Nonetheless, both programmes display adequate admission numbers, necessary satisfaction of the students and the alumni, positive reviews by the employers, appropriate research output. Therefore, it is recommended that in the future GIPA administration rethink whether the mentioned similarities between the two programmes ensure the financial sustainability and overall sustainable programme management or if certain decisions should be made to ensure it.

It is further remarked in each section of the first part of this report, how the objectives, learning outcomes, structure and content, including the syllabi, significantly overlap between the two programmes. Thus, it is a strategic decision to be made by GIPA’s administration, as it relates to the sustainable management of the study programme portfolio related to the public administration area.

## **Description and Analysis - Public Administration, Ph.D.**

The doctoral programme in Public Administration was started at GIPA in 2021 and does not yet have graduates. It was established based on the experience at GIPA and collaborations in the international arena. The objectives of the doctoral programme in “Public Administration” aim at creating new knowledge in this field grounded on necessary research and at further developing the education in the area of public administration.

### **Evidences/Indicators**

- University mission;
- Strategic development plan of the university;
- Bachelor's programme of business administration;
- Master's programme in business administration;
- Master's programme in public administration;
- Master's programme of local self-government;
- PhD programme in public administration;
- Analysis document of similar programmes;
- Labor market research and analysis of employers' requirements.

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

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

- It is suggested that GIPA administration finds the way to emphasize the key strengths and the main identity of the Public Administration programs and build the offerings based on them.
- It is suggested that GIPA “establish mechanisms to measure the achievement of new learning outcomes resulting from updates to programme structures and learning objectives, particularly considering sectoral characteristics.” This is suggested to be

accomplished for the next evaluation of the cluster, as planned for the areas to be improved.

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

**Business Administration, Bachelor**

**Recommendation(s):** NA

**Suggestion(s):**

- It is suggested that the objective is revised to reflect the *entrepreneurship* aspect.

**Business Administration, Master**

**Recommendation(s):** NA

**Suggestion(s):**

- Since the programme targets the development of the entrepreneurs, it is suggested to emphasize the importance of developing the *entrepreneurial mindset and competence* in the MBA programme.

**Evaluation <sup>7</sup>**

Component Programme Objectives	1.1 -	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>7</sup> Evaluation is performed for each programme separately.

## 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.
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### Cluster and individual evaluation

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

During the site visit it was explained to the site visit team that the learning outcomes of the study programmes grouped in the cluster, have been reviewed and revised to meet the necessary national legal requirements, as well as the external requirements of the labor market. Insights from various stakeholders, including the students and alumni, the employers and relevant external partners, were collected and included in the revisions of the learning outcomes. The study programme learning outcomes define the necessary knowledge, skills, abilities, competences that students, the future graduates, will be developing. The learning outcomes are grounded on the Bloom's Taxonomy. It is stated on page 14 of the self-evaluation report, that the achievement of the learning outcomes is conducted via the logical and coherent mapping of the curriculum and via the relevant assessment methods. According to the report, the learning outcomes are developing the research and practical skills, are based on the international benchmarks and underline the research methodology and the thesis, including these aspects at the bachelor, master and doctoral levels. The learning outcome are up-to-date, aimed at developing relevant, contemporary qualifications and preparing the students for successful careers.

Despite the fact that the revision of the learning outcomes included the discussions with the employers, the expert team was informed during the meeting with the employers, that they are not aware of the learning outcomes of the study programmes. Thus, it is suggested that the heads of the study programmes and the GIPA administration find the adequate way to communicate the learning outcomes to the employers. In addition, the employers observed the need for even stronger emphasis on developing the competencies in the areas of research methodology and data analytics, as well as soft-skills and digital / AI skills. In addition, during the meetings the graduates suggested ensuring better communication about the learning outcomes of the BBA and MBA in order to differentiate between the two.

#### Description and Analysis - Bachelor of Business Administration Programme

The bachelor of business administration programme lists the learning outcomes adequate for the bachelor's level of higher education, as well as for the study field. It includes the main areas of finances, marketing, management, and project management. Similar to what is already mentioned in the part related to the objectives, since one of the key directions of GIPA and the study field / cluster, is *entrepreneurship*, it is suggested to also underline it more concretely in the learning outcomes. Moreover, it is also suggested to revise the compliance of the learning outcomes to the completion levels. Specifically related to the mastering level and its scope.

#### Description and Analysis - Master of Business Administration Programme

The learning outcomes of the master of business administration adhere to the requirements of the master level, the requirements of the study field, as well as of the external environment (the labor market and the society). While the self-evaluation report displays the necessary narrative and argumentation, during the meeting with the MBA students, the expert team collected the insights that the MBA study programme could gain from more emphasis put on the scientific approach, including quantitative and qualitative methods. The MBA students explained that they find great value from the practical approach in the MBA programme, but are confident that the research part should be made stronger as well. Moreover, it is also suggested to revisit and revise the compliance of the learning outcomes to the completion levels.

### **Description and Analysis - Master of Public Administration Programme and Master of Local Public Administration Programme**

The learning outcomes of both public administration master's programmes meet the requirements of the higher education level and the scope of the study field. As is mentioned in the objectives part, as per the results of the outcomes displayed in the self-evaluation report and collected from the meetings with various groups, it is evident that the programme exhibits high admission, graduation and student, alumni, employer satisfaction numbers. Despite this, the expert group has hesitations related to very strong similarities in the learning outcomes, with the only differentiating factor being the *local* aspect of one of the study programmes. It is, thus, suggested that GIPA administration finds the way to emphasize the key strengths and the main identity of each programme and build the offerings based on them. This may be achieved via different ways, such as the possibilities of specializations, the implementation of one of the programmes fully in English, similar. However, this is the decision to be made by GIPA, with the aim to ensure the sustainable management of the programme.

### **Description and Analysis - Ph.D. Programme in Public Administration**

The Ph.D. programme in Public Administration demonstrates the knowledge, understanding, skills, responsibility and autonomy adequate for the Ph.D. level and for the area of Public Administration, ensuring new findings in the area of public administration and new advancements.

### **Evidences/Indicators**

- Bachelor's programme of business administration;
- Master's programme in business administration;
- Master's programme in public administration;
- Master's programme of local self-government;
- PhD programme in public administration;
- Report of the meeting with the academic and invited staff;
- Analysis document of similar programmes;
- Labor market research and analysis of employers' requirements.

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

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

- It is suggested that the heads of the study programmes and the GIPA administration find the adequate way to communicate the learning outcomes to the employers. Based on the employer insights, GIPA should consider an even stronger emphasis on developing the

competencies in the areas of research methodology and data analytics, as well as soft-skills and digital / AI skills. The graduates suggest ensuring better communication about the learning outcomes of the BBA and MBA in order to differentiate between the two.

### Recommendations and suggestions according to the programmes:

#### Bachelor of Business Administration Programme

**Recommendation(s):** NA

**Suggestion(s):**

- It is suggested to underline the aspect of *entrepreneurship* more concretely in the learning outcomes. Moreover, it is also suggested to revise the compliance of the learning outcomes to the completion levels. Specifically related to the mastering level and its scope.

#### Master of Business Administration Programme

**Recommendation(s):** NA

**Suggestion(s):**

- The MBA study programme could gain from more emphasis put on the scientific approach, including quantitative and qualitative methods. Moreover, it is also suggested to revise the compliance of the learning outcomes to the completion levels.

### Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

necessary to measure learning outcomes.

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

### **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**

It is explained on page 20 of the self-evaluation report that the learning outcomes of the study programmes are assessed via direct and indirect methods. Each programme has the developed target benchmarks. Different levels of attainment account for each learning outcome. Direct methods encompass students' academic performance, monitored every semester. The assessment of the learning outcomes also include the indirect methods, such as self-assessment and the focus groups with relevant stakeholders - students, graduates, employers. During the site-visit interviews, the stakeholders shared that they provide feedback and administration implements necessary updates based on it.

The mappings between the objectives and the learning outcomes, as well as the learning outcomes and the courses are available in Appendix 1 "Educational programmes and Syllabi", the evaluation mechanisms are also explained there. The subjects are categorized into introductory courses (I), development courses (D), mastering-oriented courses (M), while some programmes also include a practical (P) component. Thus, the maps display how each mandatory subject or research component contributes to achieving programme outcomes.

Grounded on the self-evaluation report review and while collecting insights from the interviews during the site-visit, it is advisable that both the bachelor and master programmes for business administration review and revise the Mastering completion level to not limit it only to the Final project (Business plan) in case of the BBA and only to the Master thesis / project in case of the MBA.

It is very positive that the academic and guest staff are trained in various relevant areas, one being the evaluation methods. It is also emphasized that a student plays a very active role in the learning process and the assessment process. A continuous assessment of acquired knowledge is implemented. The mid-term (one-time or multiple) and the summative assessments are applied to evaluate students' learning results. The evaluation forms, the syllabi detail the constructive alignment among the course learning outcomes, study and assessment methods. The assessment strategy is provided in each syllabus and is communicated to the students at the beginning of the studies. A positive assessment is necessary to receive credits. If failing a certain assignment, a student is able to retake it, according to the necessary procedures.

Various innovative methods are applied in the programmes for the learning and assessment purposes: business cases, simulations, project-based learning, problem-based learning, similar.

Despite a well substantiated narrative on assessment, two aspects were noted during the interviews with the students primarily - a) students noted that the mid-term and the final assessment seemed to be hard to measure for the master's programmes and should be explained in more clarity in the syllabi; b) the group project assessments lacked consistency for the individual assessment component as related to a student's input into the group work - it is, thus, suggested that better explanations are provided in both - the syllabi and the assignment criteria.

The Ph.D. programme incorporates such methods as discussion and debate methods, cooperative learning, and collaborative work, ensuring the active participation of doctoral students in preparation for future academic and pedagogical endeavors. The Ph.D. programme places emphasis on practically engaging doctoral students, fostering the development of critical and meta-cognitive skills, encouraging reflection, and maintaining academic records.

Each programme details the employment opportunities and the human as well as material resources necessary for the achievement of the learning outcomes and the implementation of the programmes.

### Evidences/Indicators

- Bachelor of Business Administration Programme and Curriculum Map;
- Business Administration Master's Programme and Curriculum Map;
- Public administration master's programme and curriculum map;
- Local Self-Government Master's Programme and Curriculum Map;
- Public administration doctoral programme and curriculum map;
- Learning outcomes assessment mechanisms.

#### General recommendations of the cluster:

- The group project assessments lack consistency for the individual assessment component as related to a student's input into the group work - it is, thus, recommended that better explanations are provided in both - the syllabi and the assignment criteria.

#### General suggestions of the cluster:

- It is advisable that both the bachelor and master programmes for business administration review and revise the Mastering completion level to not limit it only to the Final project (Business plan) in case of the BBA and only to the Master thesis / project in case of the MBA.
- The mid-term and the final assessments are hard to measure for the master's programmes and should be explained in more clarity in the syllabi.

### Evaluation

Component 1.3 Evaluation Mechanism of the Programme Outcomes	of the Learning	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Bachelor	Administration,	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Business Master	Administration,	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Public Master	Administration,	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Local Administration, Master	Public	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration,	<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.

#### 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 study programmes grouped in the cluster adhere to the national requirements, the Bologna's process and the institutional regulations. The programme development is conducted in a timely manner, grounded on meeting the demands of the labor market and benchmarking to local and international best practices. Programme updates are based on the newest research findings and contemporary tendencies, all of the relevant stakeholders are involved in the process. Transferable competencies are developed to ensure the qualifications for which the students are prepared. Educational, practical, and research aspects are integrated in the programmes, guaranteeing the progression to the upper educational levels. The structure and content of the programmes is coherent, meeting the programme learning outcomes, as displayed in Appendix 1 of the self-evaluation report. Various, contemporary teaching and learning methods are applied to ensure constructive alignment in the programmes. Students acquire necessary knowledge, skills, and competencies to prepare them for the successful professional careers.

Despite the well conducted development and updates of the structure and content, during the site-visit interviews the graduates and employers shared that the areas to strengthen would be more focus put on the research methodology in the programmes (especially for the Ph.D. students), the data analytics for the civil services (as related to the Public Administration programmes), more emphasis on the soft-skills, as well as the development of the ability to apply artificial intelligence in the relevant professional area.

#### Description and Analysis - Bachelor programme in Business Administration

The GIPA administration made a good decision to transition from the 240 credits to 180 credits, and such a way follow positive global practices, while implementing the GIPA's internationalization strategy.

As customary, the programme is comprised of compulsory (general and courses of specialty) and elective courses. Compulsory courses of specialty aim at developing student's knowledge in the main areas of business policy and strategy, entrepreneurship and innovation, operations, human resources, business environment, markets and economy, finances, communications, marketing, ethics, responsibility and sustainable development.

As has already been previously mentioned, during the site-visit interviews it became evident that the programme curriculum embeds the topic of entrepreneurship in some courses, but is not directly detected in the programme content. Thus, it is suggested to display the topics related to entrepreneurship and start-ups more clearly, by transitioning from very traditional business topics to more contemporary themes.

During the site visit interview, the expert group collected feedback that the Bachelor of Business Administration programme's students really enjoy the practical approaches in the programme. However, they feel that the more traditional internship implemented in the company would be an additional value. Thus, a combination of the currently offered practical work and the internship should be considered. The graduates also think that maybe the internship could be reintroduced as an elective. Also, the working students or those having own businesses might be offered with some relevant conditions on being able to conduct internship in the working place and demonstrate on how they applied the learned theory in practice. Maybe the internship could be a component of the Business laboratories course.

The appropriate prerequisites are noted.

The variety of the electives is good.

The programme concludes with the final thesis - business project or business plan.

Also, the students are very satisfied with the one tenth of the programme offered in the English language.

### **Description and Analysis - Master programme in Business Administration**

The duration of the master's programme is two years, equalling the 120 credits. It is logically and coherently structured, comprising five main modules:

Module I - Business and its components

Module II - Financial module

Module III - Operations Module

Module IV - Marketing

Module Module V - Leadership

Grounded on the main five modules and their more detailed components, it is suggested to revisit the key direction and goal of *entrepreneurship* and integrate it more clearly in the modules and in the content.

The programme includes mandatory modules and also provides the students with some branch electives, as well as free electives. Based on the site-visit interviews, the insights were collected by the expert team, that the MBA programme would benefit from the broader variety of the electives.

The programme also offers a research component, comprising the four modules for the summary projects and concluding with the Master thesis/project. During the meetings with the students, the expert group was informed that while students were satisfied with the natural aspect of the MBA

related to the practical component, they still felt that more content should be devoted for the development of the research competencies.

### **Description and Analysis - Master programme in Public Administration**

The duration of the master in “Public Administration” is 120 credits, including 95 credits for the teaching component and 25 credits for the research component. The teaching component includes mandatory subjects, as well as electives, through which the students knowledge, skills, and competencies in the area of public administration are developed. The research component is primarily achieved via the final master’s thesis and its defense. The final master’s thesis exhibits the formative assessment of the student's progress.

As is mentioned above, the graduates and employers remark that the “Public Administration” programme would benefit from the data analytics course.

### **Description and Analysis - Master programme in Local Public Administration**

The structure and content of the “Local Public Administration”, similarly to the “Public Administration” programme is 120 credits, of which 95 credits are for the teaching component and 25 credits are for the research component. Despite the fact that the structure and content of this particular programme seems reasonable, half of it overlaps with the “Public Administration” programme. As noted by the students and academic faculty, some of the courses are taught together.

Thus, it is a strategic decision to be made, as it relates to the sustainable management of the study programme portfolio related to the public administration area.

### **Description and Analysis - Ph.D. programme in Public Administration**

The Ph.D. programme in public administration includes the teaching (60 ECTS) and research components. The educational component of the programme prepares the doctoral students for the future pedagogical and scientific endeavors, as well as prepares them to produce scholarly work, manage research projects, and utilize research outcomes to address public issues. The research component develops the students’ scientific research skills, culminating in the presentation of a dissertation. The prerequisite for dissertation defense is the defense of the prospectus and colloquium. In addition, two refereed publications must be produced by the doctoral students. The dissertation preparation is grounded on the necessary elements and represents the culmination of the independent scientific research conducted by the doctoral student. The doctoral student's independent research focuses on scientific self-development and is performed with the supervision of an academic advisor. Evaluation of the scientific research component adheres to the evaluation system outlined in Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007, titled "On the rules for calculating credits for higher educational programmes".

During the meetings with the Ph.D. students, there was a mention of the need for greater emphasis on the research methodology part in the programme.

### **Evidences/Indicators**

- Bachelor of Business Administration programme and syllabi;
- Business Administration Master's Programme and Syllabus;
- Master's programme of public administration and syllabuses;
- Local self-government master's programme and syllabi;

- Public administration doctoral programme and syllabi;
- Rules for planning, implementation and evaluation of the research component of master's programmes;
- Dissertation Council of the School of Social Sciences and Doctorate Regulations;
- Rules regulating the educational process;
- Quality Assurance Guide;
- Mechanisms for evaluating the results of educational programmes.

**General recommendations of the cluster:** NA

**General suggestion of the cluster:**

- More emphasis should be put on the soft-skills, as well as the development of the ability to apply artificial intelligence in the relevant professional area.

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

**Bachelor programme in Business Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- It is suggested to display the topics related to entrepreneurship and start-ups more clearly, by transitioning from very traditional business topics to more contemporary themes.
- A combination of the currently offered practical work and the internship should be considered. Maybe the internship could be reintroduced as an elective. The working students or those having own businesses might be offered with some relevant conditions on being able to conduct internship in the working place and demonstrate on how they applied the learned theory in practice. Maybe the internship could be a component of the Business laboratories course.

**Master programme in Business Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- It is suggested to integrate the aspects of *entrepreneurship* more clearly in the modules and in the content.
- The MBA programme would benefit from the broader variety of the electives.
- More content should be devoted for the development of the research competencies.

**Master programme in Public Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- The “Public Administration” programme would benefit from the data analytics course.

### **Ph.D. programme in Public Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- The need for greater emphasis on the research methodology part in the programme should be considered.

### **Evaluation**

Component and Educational Programme	1.4 Structure and Content of	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Bachelor	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Master	Public	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **1.5. Academic Course/Subject**

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

### **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-evaluation report, the goals and the learning outcomes of the study programmes in the cluster, align with the goals and the learning outcomes in the courses. Moreover, the course learning outcomes are achieved via logical implementation of the relevant study methods and assessment methods. In addition, same as for the study programmes, the courses also follow the Bloom’s Taxonomy of Educational Objectives. Also, the course learning outcomes align with descriptions of qualifications at the necessary level, grounded on the national qualifications framework, and according to the sector-specific competencies. The credit allocation

entails the systematic and complex approach including the objectives, scope, necessary time to achieve the outcome, similar. The syllabi include constructive alignment regarding the objectives, learning outcomes, study and assessment methods. The evaluation methods are contemporary and up-to-date. It is stated in the self-evaluation report that the mandatory literature and the study materials correspond to the course level and learning outcomes. It is stated that the literature is up-to-date and includes best available editions. However, as grounded on the syllabi review and based on the site-visit interviews, the expert team concludes that the syllabi should be reviewed and revised to include not only the English literature, but should include the Georgian literature to correspond to the language of delivery of the study programmes.

### **Description and Analysis - Bachelor of Business Administration Programme**

Students of the bachelor of business administration study programme achieve the learning outcomes via 34 mandatory courses. The courses cover very traditional business related topics. As has already been mentioned above, the study programme should encompass more direct topics on *entrepreneurship*. The programme also includes various relevant elective courses. Moreover, it also offers the students to study the English or the French languages.

As is mentioned in section 1.4 of this report, despite the fact that the Business Administration study programme integrates practical elements within its laboratories and training courses, the students and alumni communicated the need for the standalone practice component - not to replace the currently offered practical approach, but for the administration to detect the possibility to find a possibility to integrate both.

Moreover, as derived from the site-visit interviews, the practical aspect and the collaboration with the companies should be better reflected in the Business laboratories syllabi, as well as the Entrepreneurial mindset and skills development.

As explained in the self-evaluation report, the graduates, after completing the programme, will be able to work in both the private and public sector in the areas of management, finances, business analysis, project management, marketing.

### **Description and Analysis - Master of Business Administration Programme**

The MBA includes 14 mandatory courses and 5 research components. The completion of the latter ensures mastering the learning outcomes. However, during the site visit interviews, it was concluded that the programme should underline the research component even more via relevant courses. The study programme covers quite traditional topics related to the field: field, including finance, marketing, management, professional and research skills, macrofinance, microfinance, project management, operations management, market analysis, integrated marketing communication, and strategic leadership.

As has been mentioned in the previous parts 1.1. - 1.4. of this report, the MBA programme, based on GIPA's key direction *entrepreneurship*, should certainly include this topic more directly in the programme / courses.

Electives and free components are also available for the students to choose from. Despite this, as has already been previously mentioned, based on the site-visit interview, it was concluded that the MBA programme should offer a broader selection of the electives.

The course goals and learning outcomes align with the programme's objectives and learning outcomes, grounded on the relevant sector and necessary educational level.

The MBA programme prepares the graduates for various positions in the business administration area: Entrepreneur-manager, Financier, Operations manager, Marketer, Project manager, Researcher, Ethical leader.

### **Description and Analysis - Master of Public Administration Programme**

The master's in Public Administration includes 17 mandatory subjects and a necessary research component realized via the master's thesis. The completion of these courses, signify the achievement of the programme's learning outcomes. As mentioned in the self-evaluation report on page 26, the programme offers the necessary topics, such as: public administration and organizational theory, management across various sectors, leadership, ethics, accountability and integrity in public administration, principles of public administration reform and comparative public administration, project management, public service management, and strategic management, etc. Ability to select the field electives is also provided to the students. The objectives and the learning outcomes of the study programme and the mentioned courses are aligned together.

However, during the site-visit interviews, the alumni and the employers concluded that the programme would benefit from a course devoted to developing the master's students data analytics skills for civil services.

It is explained in the self-evaluation report that the graduate of the programme can be employed in the public sector (both local and central government bodies) as well as in local and international organizations focused on public sector development, as analysts or as managers.

### **Description and Analysis - Master of Local Public Administration Programme**

As explained in the self-evaluation report, the Master of Local Public Administration programme covers the broader aspects related to the field, but simultaneously includes the sectoral characteristics of the local public administration. The objectives and the learning outcomes reflected within some specific programme courses have the specific focus on local self-government within the field of public administration. This includes such mandatory courses as 'Organization of Public Administration and Management Principals at the municipal level', 'Strategic and Economic Development of Municipalities – Material and Financial Recourse Management', 'Comparative Public Administration and International Practice of Local Governance', or such elective courses as 'Project and Municipal Public Service Management', etc.

Particular emphasis on local governance is reflected in the study programme via the mentioned courses.

A graduate of the programme can be employed directly in the public sector (in state structures, both local and central government bodies).

### **Description and Analysis - Ph.D. of Public Administration Programme**

The Ph.D. programme is comprised of relevant mandatory courses, primarily related to the content on developing the research skills. The course on 'Leading Theoretical and Research Aspects of Public Policy and Governance' acquaints the students with the theories and research employed in

the theoretical-conceptual development of the field of public administration, as well as fosters detailed insights into the interdisciplinary study of public administration. Ph.D. students also need to complete the doctoral seminar and defend a corresponding scientific project, different from the dissertation topic. Moreover, Ph.D. students assist the professors in teaching undergraduate and graduate students.

The students are prepared for the independent post-doctoral activities via the completion of the mandatory course / a lecture series on Science Management and Fundraising. This course also entails the submission of an application to the Rustaveli Foundation.

The elective path provides the students to study either the course offered by GIPA or choose to study at the foreign higher educational institution.

The programme carefully prepares the students for the successful completion of the dissertation. This is done via the research component and its emphasis on cultivating the scientific research skills of the Ph.D. students. To defend the dissertation, students have to defend the prospectus in the initial stage, followed by the colloquium. The prospectus is an in-depth, substantiated preliminary outline of the dissertation. Meanwhile, the colloquium substantiates a chapter of the dissertation research.

While the self-evaluation report reflects content related to the realization of the research component, it was stated during the site-visit interviews, during the meeting with the Ph.D. students, that the research methodology part specifically, should have more focus and depth.

It is expected and planned that the graduates of the programme will pursue roles as researchers/analysts in research institutes, private organizations, and other entities, as well as academic positions in higher educational institutions.

### **Evidences/Indicators**

- Business Administration Bachelor Programme and Syllabus;
- Business Administration Master's Programme and Syllabus;
- Master's programme of public administration and Syllabus;
- Local self-government master's programme and Syllabus;
- Public administration doctoral programme and Syllabus.

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

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

- The syllabi should be reviewed and revised to include not only the English literature, but should include the Georgian literature to correspond to the language of delivery of the study programmes.

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

#### **Bachelor of Business Administration Programme**

**Recommendation(s): NA**

**Suggestion(s):**

- The practical aspect and the collaboration with the companies should be better reflected in the Business laboratories syllabi, as well as the Entrepreneurial mindset and skills development.

**Master of Business Administration Programme****Recommendation(s):** NA**Suggestion(s):**

- The MBA programme should revisit the courses and should consider underlining the research component more, should incorporate more directly the entrepreneurship component, and should consider offering a broader selection of electives.

**Master of Public Administration Programme****Recommendation(s):** NA**Suggestion(s):**

- The programme would benefit from a course devoted to developing the master's students data analytics skills for civil services.

**Doctoral Programme of Public Administration****Recommendation(s):** NA**Suggestion(s):**

- The research methodology part should have more focus and depth.

**Evaluation**

Component	1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Master	Public X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration, X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

#### 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 admission process and procedures for the cluster programmes are carefully structured to comply with national legislation and university regulations. Admission criteria for both the BA and MA levels are designed to reflect the specific characteristics of business studies. This ensures that applicants who possess the relevant skills and demonstrate the competencies necessary to succeed in the programme are selected. For the master's level public administration programmes, the University sets specific prerequisites for enrollment. Applicants must possess a bachelor's degree or an equivalent academic qualification in fields such as public administration, social and behavioral sciences, education, business administration, management, or law. This programme is designed for Individuals looking to deepen their knowledge in public administration. A master's degree or equivalent is eligible to study at the doctoral programme in public administration, a

person with an equivalent academic degree who has received a master's degree in public administration, social and behavioral sciences, education, business administration, in Management or Law.

Georgian Institute of Public Affairs has developed a document that regulates the planning, development, and management of educational programmes, as well as the process for programme cancellation. This document outlines the steps involved in planning and developing educational programmes, detailing specific stages and establishing criteria for admission prerequisites.

### **Description and Analysis - Bachelor of Business Administration Programme**

The admission procedure for the Business Administration (BA) programme complies with current legislation and university regulations. Candidates who have fulfilled the requirements of general education and have successfully passed the Unified National Exams are deemed eligible for admission to the Bachelor's programme. A person interested in enrolling in the programme must take the unified national exams in the following subjects: Georgian language and literature, English language, and one optional subject from mathematics or history. Admission to the bachelor's programme without unified national exams is conducted in accordance with current legislation. Furthermore, enrollment in the Business Administration programme (BA) is also possible on a mobility basis. The university has established a methodology for student enrollment planning, and admission to the programme adheres to the guidelines outlined in this document. Programme admission preconditions are publicly available and accessible on the University's official website.

### **Description and Analysis - Master of Business Administration Programme**

The Master of Business Administration (MBA) programme is tailored for individuals seeking to advance their knowledge in the field of business administration. The programme has specific prerequisites for enrollment, including: 1. Possession of a bachelor's degree or equivalent academic qualification; 2. Successful completion of the common master's exam; 2. Completion of an internal procedure, encompassing the following stages: To meet the English proficiency requirement, applicants must either pass an English proficiency exam administered by the programme at a B2 level or submit a valid certificate, such as TOEFL, IELTS, FCE, BEC Vantage, or PTE, demonstrating the necessary qualification. Undergoing an oral exam or interview in the specialization area, aims to assess the applicant's subject knowledge. To facilitate exam preparation, sample questions in both English and the specific field of study will be accessible in advance on the websites of the respective higher education institutions.

### **Description and Analysis - Master of Public Administration Programme**

The prerequisites for enrollment in the master's programme are detailed as follows: Bachelor's degree or equivalent in the mentioned field, passing the threshold of general master's exams, knowledge of the English language at the B2 level: a master's degree candidate is required to know the English language at the B2 level, which must be confirmed by an internal university exam or by an international certificate confirming knowledge of the English language (TOEFL (P/B 513 score; I/BT 87 score); IELTS (5.5 band score); FCE; PTE (general level 3); Michigan ECCE. Additionally, the interview with the admissions committee serves to assess the applicant's

knowledge in the field of public administration and to determine the alignment of the applicant's skills with the requirements of the master's programme.

### **Description and Analysis - Master of Local Public Administration Programme**

The prerequisites for the Master of Local Public Administration Programme are consistent with the guidelines outlined in the Master of Public Administration programme. Bachelor's degree or equivalent in the mentioned field, passing the threshold of general master's exams, knowledge of the English language at the B2 level: a master's degree candidate is required to know the English language at the B2 level, which must be confirmed by an internal university exam or by an international certificate confirming knowledge of the English language (TOEFL (P/B 513 score; I/BT 87 score); IELTS (5.5 band score); FCE; PTE (general level 3); Michigan ECCE. Additionally, the interview with the admissions committee serves to assess the applicant's knowledge in the field of public administration and to determine the alignment of the applicant's skills with the requirements of the master's programme.

### **Description and Analysis - Ph.D. of Public Administration Programme**

A master's degree or equivalent is eligible to study at the doctoral programme in public administration a person with an equivalent academic degree who has received a master's degree in public administration, social and behavioral sciences, education, business administration, in Management or Law. Enrollment in the programme proceeds through an English language test and subject/admissions committee based on the interview. A PhD candidate is required to have a language competencies at B2 level of English, which must be confirmed by an internal university exam or a relevant international certificate of English language proficiency. A doctoral candidate may be exempt from the requirement to take the English language test if they have completed an undergraduate or postgraduate programme conducted in English, either within Georgia or internationally. In addition to the necessary documents, the doctoral candidate is required to submit a research project that is at least 1,000 words long, focusing on the field of public administration. During the interview, several key factors are evaluated: the applicant's motivation, their level of knowledge in the respective field, the originality and coherence of the proposed research project, the alignment of their professional experience with the objectives of the doctoral programme, and their track record in publishing scientific articles.

### **Evidences/Indicators**

- Self-evaluation Report;
- Business Administration Programme (BA);
- Business Administration Programme (MA);
- Master of Public Administration Programme;
- Master of Local Public Administration Programme;
- Ph.D. of Public Administration Programme;
- Methodology of student contingent planning of NNLE GIPA- Georgian Institute of Public Affairs;
- Rules and procedures for developing, approving, amending and canceling educational programmes;
- Website <https://gipa.ge/geo>.

**General recommendations of the cluster: NA**

**General suggestions of the cluster: NA**

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

## Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Local Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. of Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 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 programmes offered at the BA, MA and Ph.D. levels are structured to foster the practical skills and engagement of students in scientific and research pursuits. These programmes integrate pertinent courses and academic activities crucial for the skill enhancement of BA and MA and PhD students. Moreover, the design of the practical components is tailored to align with the specific learning outcomes of each programme. Through interviews, it has been substantiated that the practical elements and scientific research activities are supervised and implemented by qualified personnel within the respective field.

### **Description and Analysis - Bachelor of Business Administration Programme**

The Business Administration (BA) programme of Georgian Institute of Public Affairs is designed to foster student's practical and transferable skills. The curriculum integrates pertinent coursework and academic activities to equip Bachelor students with essential skills. The practical components are customized to align with the specific learning outcomes. The study programme integrates practical activities within the Business Laboratory course, which extends over five semesters and necessitates student's engagement in addressing practical tasks. Majority of mandatory courses include components of presentation, teaching with practical cases, project-based group activities, etc. These obviously contribute to achieving the learning outcomes envisioned by the programme from both theoretical and practical perspectives. Interviews confirmed that these components, as well as scientific research activities, are supervised by qualified professionals in the field. Students develop scientific research skills through courses like Quantitative analysis, Data analysis and business modeling, and culminate in their Business project/business plan(10 ECTS).

### **Description and Analysis - Master of Business Administration Programme**

The Business Administration master's programme employs a diverse range of activities to develop student's practical skills. These activities include presentations, project-based learning, case analysis exercises, problem-based learning, Learning by Doing etc. In the MA study programme each module includes a summative project that serves to develop the practical skills of the engaged students. The programmes culminate in a compulsory 30-credit master's thesis/project, designed to enhance research competencies and structure acquired knowledge. Overall, the educational activities incorporated in the programmes effectively foster student's practical, research, and analytical competencies, as well as transferable skills.

### **Description and Analysis - Master of public Administration Programme**

The Master's Programme in Public Administration is designed to cultivate practical, transferable, and research skills among students while providing extensive knowledge of the field. Participants will gain the ability to prepare policy documents at both strategic and operational levels. The curriculum encompasses the development of regulatory impact assessment reports, as well as policy planning, coordination, and performance management within the public sector. The programmes culminate in a compulsory 25-credit master's thesis/project, designed to enhance research competencies and structure acquired knowledge. Overall, the educational activities incorporated in the programmes effectively foster student's practical, research, and analytical competencies, as well as transferable skills.

### **Description and Analysis - Master of Local Public Administration Programme**

The Master's Programme in Local Government equips students with comprehensive skills in both qualitative and quantitative research methodologies, including mixed-methods approaches. Through a series of integrated research and analytical activities embedded within the curriculum, students engage with and investigate pressing issues at the local level. The programmes culminate in a compulsory 25-credit master's thesis/project, designed to enhance research competencies and structure acquired knowledge.

## Description and Analysis - Ph.D. of Public Administration Programme

The primary objective of the doctoral programme is to cultivate practical skills, scientific research capabilities, and knowledge transfer competencies among doctoral candidates. This programme facilitates the development of these essential skills through various approaches: Research-oriented lecture courses, doctoral seminars, field related course, assistant of professor and etc. Overall, the educational activities incorporated in the programmes effectively foster student's practical, research, and analytical competencies, as well as transferable skills.

### Evidences/Indicators

- Self-evaluation Report;
- Business Administration Programme (BA);
- Business Administration Programme (MA);
- Public Administration Programme (MA);
- Local Public Administration Programme (MA);
- Public Administration Programme (PhD);
- Course Syllabi;
- Results of interviews with programme supervisors.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

### 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
Business Administration, Bachelor	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Public Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Local Public Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. of Public Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

learning outcomes and ensure their achievement.

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### Cluster and individual evaluation

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

The programmes grouped in a cluster at both the BA and MA levels apply methods appropriate to the programme profile: Verbal Method, Demonstrate Method, Presentation, Practical Work, Group Work, Project Based Study, Problem Based Study, Learning by Doing, Case Study, Simulation Study, Laboratory Work, Discussions/Debates. The chosen teaching methods are well-suited to the specific courses and ensure that students actively engage in the learning process. At both the undergraduate (BA) and graduate (MA) levels, all mandatory and optional courses are clearly defined, outlining the methods and activities that students are expected to participate in on a weekly basis. In educational programmes, the foremost emphasis is placed on the cultivation of theoretical and practical skills, along with the integration of research-based activities into specific courses. The entire learning process is monitored, through specific assignments, group work, practical components, etc. and are described in detail in the syllabi.

### Evidences/Indicators

- Self-evaluation Report;
- Programme descriptions;
- Course Syllabi;
- Results of interviews with programme supervisors.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

### Evaluation

Component	2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Bachelor	Administration,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Master	Administration,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Administration Programme	Public	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Master of Local Public Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. of Public Administration Programme	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### 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 student evaluation system at the university is structured to align with the regulatory framework established by Order N3 of the Minister of Education and Science of Georgia, dated January 5, 2007. This system employs both intermediate and final assessments to measure students' progress toward achieving the intended learning outcomes. The assessment methods and criteria are outlined in course syllabi, with a clear focus on providing a comprehensive evaluation that suits the nature of each specific course. Students are evaluated on a 100-point scale, with positive evaluations categorized from A, representing excellent performance with 91 to 100 points, to E, representing sufficient performance with 51 to 60 points. On the other hand, negative evaluations are categorized as FX, which indicates a score of 41 to 50 points, and offers students the opportunity to retake assessments, while an F, representing a score below 40 points, results in failure without the possibility of retaking the exam.

While the evaluation system demonstrates several strengths, particularly in its variety of assessment methods and transparency in providing feedback, some issues have been identified regarding the clarity and implementation of assessment criteria. The system benefits from a diverse range of assessment tools, including exams, presentations, and practical assignments, which collectively provide a balanced evaluation of student performance. The electronic journal is another notable strength, offering students ongoing access to their progress and grades throughout the semester. This facilitates transparency and helps students stay informed about their academic standing.

However, inconsistencies in the implementation of group project assessments have raised concerns. During interviews with both lecturers and students, it was noted that the evaluation of group projects varied across different sessions. In some cases, students reported that individual contributions were highlighted during presentations, with each group member receiving distinct marks based on their specific input. This approach promotes fairness and encourages accountability within group work. However, in other cases, students stated that all members of a group received the same grade, regardless of individual contributions. In such instances, if either the lecturer or a student wished to verify participation, additional questions were posed to gauge the individual's involvement. These inconsistencies create confusion among students and may lead to perceptions of unfairness in the grading process.

Moreover, there is a lack of clarity regarding the criteria for mid-term and final assessments, particularly in relation to how individual and group work is evaluated. While assessment methods are outlined in syllabi, the explanations are not always sufficiently detailed to ensure that students

fully understand the expectations for group work, the division of responsibilities, and how individual contributions will be factored into the overall grade. This has led to varying interpretations among students about how they will be evaluated, especially in courses where group projects form a significant part of the assessment.

Additionally, there are appeal mechanisms in place at the university, which were confirmed during interviews with both faculty representatives and students. These mechanisms allow students to challenge their grades if they believe they have been unfairly assessed.

The evaluation of master's and doctoral theses follows rigorous academic standards, incorporating both internal and external reviews, which ensures a thorough assessment of students' research. The university maintains a code of ethics and conduct, addressing issues of academic integrity such as plagiarism and falsification, and implements the TURNITIN system alongside a guide on avoiding plagiarism. Evaluation criteria and methods are transparently communicated to students via the electronic learning portal, ensuring clarity regarding assessments.

The student evaluation process generally aligns with established procedures, ensuring transparency and compliance with legislation. However, there is a need for clearer communication and consistency in assessment methods to enhance the overall fairness and reliability of the system.

### **Evidences/Indicators**

- Self-Evaluation Report (SER);
- Interviews conducted during the site visit;
- Bachelor of Business Administration Programme and Syllabus;
- Business Administration Master's Programme and Syllabus;
- Public Administration Master's Programme and Syllabus;
- Local Self-Government Master's Programme and Syllabus;
- Public Administration Doctoral Programme and Syllabus;
- Dissertation Council Regulations for the School of Social Sciences;
- Rules Regulating the Educational Process;
- Instruction of Students on Avoiding Plagiarism;
- Code of Ethics and Conduct;
- Procedures for Planning, Implementation, and Evaluation of the Research Component of Master's Programmes;
- Quality Assurance Manual;
- Documents Analyzing Students' Academic Performance.

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

- The assessment should specify how individual participation will be measured in relation to group projects, ensuring transparency in the evaluation of both mid-term and final assessments. This information should be explicitly communicated in the syllabi and assignment criteria, providing students with a clear understanding of how their contributions will impact their overall evaluation (Please note: This recommendation does not apply to the PhD program).

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

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

**Evaluation**

<b>Component 2.4 - Student evaluation</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Business Administration, Bachelor</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Business Administration, Master</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master of Public Administration Programme</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master of Local Public Administration Programme</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ph.D. of Public Administration Programme</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Business Administration Bachelor</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Business Administration Master</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master of Public Administration</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master of Local Public Administration</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ph.D. of Public Administration</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### **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.

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

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

Based on the self-evaluation report (SER), supporting documents, and interviews conducted during the site visit, the institution demonstrates a strong commitment to providing student consulting and support services. Overall, the institution's efforts to deliver high-quality academic and career support are noteworthy, although there remain opportunities for further enhancement to maximize the effectiveness of these services.

The institution has established a comprehensive framework for academic advising, with faculty members, including programme coordinators, playing a vital role in guiding students through their educational journeys. Many students reported benefiting from personalized advice on course selection and academic progression. The proactive approach to consultations and advice from both faculty and administrative units has been positively received at the bachelor's and master's levels. At the doctoral level, students emphasized the importance of actively building networks to share their work and support one another. Given the diversity of projects undertaken by PhD students, formalizing such networks would foster collaboration and create a more cohesive and supportive research environment.

The institution's career development services are a notable strength within its educational framework. The SER outlines various initiatives, including workshops, career fairs, and job placement support, that have positively impacted students' preparedness for the job market. Feedback from student interviews indicates the effectiveness of these initiatives, with many expressing appreciations for the practical assistance in navigating career opportunities. To further enhance the career support system, strengthening industry partnerships and providing more tailored, hands-on experiences, such as internships, would further elevate the effectiveness of these services.

Communication regarding support services is effectively executed through multiple channels, ensuring students have access to essential information. The site visit revealed the presence of a well-resourced library and access to multiple scientific databases, which significantly support students' research needs. The institution's website features open-access resources, enriching the overall learning environment. For details on available databases, students can refer to the institution's electronic resource page at GIPA Database Resources (Source: <https://gipa.ge/geo/static/328/bazebi>).

Students expressed satisfaction with the accessibility of support services, particularly the availability of in-person consultations, and praised faculty and staff for their openness and willingness to assist. During interviews, students noted their participation in end-of-semester feedback questionnaires, which often lead to actionable changes, such as adjustments to course schedules or content. There was a general optimism regarding the new building, with students anticipating improved collaboration among faculty and an enhanced learning environment.

While the self-evaluation team indicated some involvement of student government representatives in the student satisfaction survey process, students highlighted additional financial support options, including scholarships for tuition and stipends. Several students shared positive experiences related to these financial aids. Many also emphasized their participation in the Erasmus+ programme, underscoring the institution's commitment to internationalization. Furthermore, opportunities for publishing high-quality theses in the GIPA Journal, in partnership with international organizations, were identified as valuable academic resources that contribute significantly to students' overall educational experience.

### **Evidences/Indicators**

- Self-Evaluation Report (SER);
- Interviews conducted during the site visit;
- Observations made during the site visit (e.g., library resources);
- Student feedback from questionnaires and surveys;
- Institution's website, including resource page: <https://gipa.ge/geo/static/328/bazebi>.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

#### **Doctoral programme of Public Administration**

**Recommendations:** NA

**Suggestions:**

- The institution should consider creating formal networks for PhD students to promote collaboration and support, enhancing the research environment given the diversity of their projects.

### **Evaluation**

Please, evaluate the compliance of the programmes with the component

Component consulting services	3.1 Student support	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Bachelor	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Master	Public	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### 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 evaluation of the educational programmes grouped in the cluster indicates that the supervisory framework at GIPA effectively supports master's and doctoral students in successfully completing their scientific research components. The institution has implemented clear guidelines ensuring that supervisors possess the necessary qualifications, including doctoral degrees and relevant research experience. This regulatory framework upholds some standards of supervision and guarantees that students receive expert guidance throughout their research work.

Interviews with students and faculty revealed that supervisors actively engage with their students, offering tailored advice and support in various aspects of the research process. Supervisors provide insights into research design, project management, and methodology, fostering an environment that encourages academic growth. Many students expressed satisfaction with their supervisory experiences, highlighting the accessibility and responsiveness of their supervisors.

The institution maintains an appropriate student-to-supervisor ratio, allowing each supervisor to dedicate sufficient time and attention to their students. According to the SER, supervisors oversee a maximum of five master's theses, while co-supervisors (consultants) can supervise up to eight theses. Regulations highlight that all supervisors must hold doctoral degrees or possess equivalent qualifications. While there were instances of supervising without a doctoral degree at the master's level, it was clarified during the quality assurance (QA) meeting that these were co-supervisory roles providing consultancy, not primary supervision.

GIPA has established a clear structure for the supervisory process, which encompasses several stages in thesis preparation, including topic selection, consultations, preliminary defense, and final submission. This structured approach provides students with a clear pathway and sets expectations for their research journey. During the on-site visit, the expert group reviewed a selection of

master's theses (nine papers, three from each programme (MBA, MA in PA and LPA, graded A, C, and E), each demonstrating adherence to the institution's standards.

In the MBA programme, there is a noted deficiency in the scientific approach, particularly regarding the integration of quantitative and qualitative methods, while the public administration programme demonstrates stronger adherence to these standards. The option for students to have co-supervisors allows for a more tailored approach to supervision, particularly beneficial in interdisciplinary research areas. This flexibility enhances the support available to students and broadens the scope of guidance.

The doctoral programme in public administration at GIPA is in its early stages, with no alumni available for review and no completed PhD theses to evaluate. However, interviews with PhD students provided valuable insights into their research and publication processes. Each doctoral student is required to publish at least one paper in an international refereed journal, with a total of two articles required for the programme. Students reported selecting journals based on their research topics and areas of focus, often drawing from their experiences with GIPA's own journal. To improve publication outcomes, it would be beneficial for the programme to establish clear journal selection criteria, such as considering journal quality indicators (Q) or impact factors, providing PhD candidates with a more structured approach to selecting suitable journals for their research. This could ultimately lead to a stronger publication record as the programme develops.

Additionally, the QA department should enhance awareness of the minimum scientific requirements. The scientific output data suggests that the publication results for the BBA and MBA programmes are insufficient and could be increased.

GIPA's supervisory framework effectively supports master's and doctoral students in their research, providing qualified guidance and a structured thesis preparation process. However, improving publication opportunities and balancing practical and theoretical elements in the MBA programme would enhance the educational experience.

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 1 (Business Administration, Master)<sup>8</sup></b>	
Number of master's/doctoral theses supervisors	8
//Number of doctoral thesis supervisors	-
Number of master's students	37
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	0.57
Ratio - supervisors of doctoral theses/doctoral students	-

<b>Data related to the supervision of master's/doctoral students</b>
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<sup>8</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

**Programme 2 (Public Administration, Master)<sup>9</sup>**

Number of master's/doctoral theses supervisors	9
//Number of doctoral thesis supervisors	-
Number of master's students	51
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	0.38
Ratio - supervisors of doctoral theses/doctoral students	-

**Data related to the supervision of master's/doctoral students****Programme 3 (Local Public Administration, Master)<sup>10</sup>**

Number of master's/doctoral theses supervisors	10
//Number of doctoral thesis supervisors	-
Number of master's students	30
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	0.83
Ratio - supervisors of doctoral theses/doctoral students	-

**Data related to the supervision of master's/doctoral students****Programme 4 (Public Administration, PhD)<sup>11</sup>**

Number of master's/doctoral theses supervisors	-
//Number of doctoral thesis supervisors	21
Number of master's students	-
//Number of doctoral students	30

<sup>9</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>11</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Ratio - supervisors of master's theses/master's students	-
Ratio - supervisors of doctoral theses/doctoral students	0.70

### **Evidences/Indicators**

- Self-Evaluation Report (SER);
- Interviews conducted during the site visit;
- Observations made during the site visit (e.g., review of master's theses, library resources);
- Student feedback from questionnaires and surveys;
- Programme requirements documentation for master's and doctoral students;
- Regulatory framework for supervision.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:**

- The QA department should enhance awareness of the minimum scientific requirements.

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

#### **Bachelor of Business Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- The publication results for the BBA programme should be reviewed and increased.

#### **Master of Business Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- The publication results for the MBA programme should be reviewed and increased. The scientific approach, particularly regarding the integration of quantitative and qualitative methods, should be emphasized more. Thus, the suggestions are to improve the publication opportunities, as well as to balance the practical and theoretical elements in the MBA programme.

#### **Doctoral programme of Public Administration**

**Recommendation(s):** NA

**Suggestion(s):**

- To improve publication outcomes, it would be beneficial for the PhD programme to establish clear journal selection criteria, such as considering journal quality indicators (Q) or impact factors, providing PhD candidates with a more structured approach to selecting suitable journals for their research.

## 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
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Public Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Public Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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#### **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.

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##### **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**

Based on the documents presented, the self-evaluation report, and the on-site interviews, it is revealed that the academic staff at the Georgian Institute of Public Affairs consists of professors, associate professors, assistant professors, and assistants. They are selected for their positions through an open competition process. The qualifications of the academic and invited staff are confirmed by submitted CVs, diplomas certifying their degrees, various certificates, as well as scientific works and practical projects completed in recent years that demonstrate their competence in the relevant field. It is also noteworthy that the qualifications of the invited staff are validated by the knowledge, experience, and competencies necessary for achieving the learning outcomes outlined in the programme. Due to the specific requirements of the respective programmes, each master's and doctoral student has a supervisor equipped with the latest knowledge in the field, research experience, and leadership competence. Additionally, it should be noted that individuals involved in the programmes, besides having academic experience, possess extensive practical experience, which enriches the students' qualification papers both from a scientific perspective and in terms of their practical applicability.

When selecting invited lecturers, attention is paid to the following criteria: education, practical experience, and teaching experience. After reviewing each candidate's documentation, they conduct a trial lecture before the selection committee, which then makes a decision. Additionally, during the academic process, programme leaders closely monitor student evaluations of each lecturer at the end of the semester and respond as needed. Apart from teaching and research, the academic/invited staff is involved in student consultations, supervision and review of qualification papers, programme development, and various programme-related events. According to established university practices, relevant departments monitor the workload of academic and invited staff each semester, which includes their teaching, research, and other responsibilities.

As for the heads of the educational programmes grouped within the cluster, they possess the knowledge and experience necessary for programme development. Their qualifications are

confirmed by submitted CVs, diplomas, certificates, as well as education, practical experience, and scientific work in relevant fields.

Accordingly, the qualifications of the academic staff and invited lecturers involved in the programmes align with their respective positions, and they possess the knowledge, experience, and competencies necessary to achieve the programme’s intended learning outcomes.

### **Description and Analysis – Bachelor programme of Business Administration**

The programme involves a total of 28 lecturers, including 12 invited lecturers, with 204 active students. This gives a student-to-invited lecturer ratio of 12/204 and a student-to-academic staff ratio of 16/204. The combined number of academic and invited staff is thus appropriately matched to the student population, ensuring effective achievement of the programme’s objectives.

<b>Programme 1 BBA</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[1]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[2]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	28	28	9	13
<b>- Professor</b>	8	8	5	6
<b>- Associate Professor</b>	5	5	1	4
<b>- Assistant-Professor</b>	2	2	1	2
<b>- Assistant</b>	1	1	-	1
<b>Invited Staff</b>	12	12	2	-
<b>Scientific Staff</b>				

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

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

### **Description and Analysis – Master programme of Business Administration**

The programme involves a total of 25 lecturers, including 9 invited lecturers, with 37 active students. This gives a student-to-invited lecturer ratio of 9/37 and a student-to-academic staff ratio of 16/37. The combined number of academic and invited staff is thus appropriately matched to the student population, ensuring effective achievement of the programme’s objectives.

#### **Programme 2 – MBA**

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[1]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[2]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	25	25	12	13
<b>- Professor</b>	8	8	6	7
<b>- Associate Professor</b>	6	6	3	4
<b>- Assistant-Professor</b>	1	1	-	1
<b>- Assistant</b>	1	1	-	1
<b>Invited Staff</b>	9	9	3	
<b>Scientific Staff</b>				

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

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

### **Description and Analysis – MPA**

The programme involves a total of 24 lecturers, including 3 invited lecturers, with 51 active students. This gives a student-to-invited lecturer ratio of 3/51 and a student-to-academic staff ratio of 21/51. The combined number of academic and invited staff is thus appropriately matched to the student population, ensuring effective achievement of the programme's objectives.

<b>Programme 3 – MPA</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[1]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[2]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	24	24	15	18
<b>- Professor</b>	6	6	3	6
<b>- Associate Professor</b>	9	9	8	5
<b>- Assistant-Professor</b>	2	2	-	3
<b>- Assistant</b>	4	4	2	4
<b>Invited Staff</b>	3	3	2	-
<b>Scientific Staff</b>				

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

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

### **Description and Analysis – MLPA**

The programme involves a total of 24 lecturers, including 7 invited lecturers, with 30 active students. This gives a student-to-invited lecturer ratio of 7/30 and a student-to-academic staff ratio of 17/30. The combined number of academic and invited staff is thus appropriately matched to the student population, ensuring effective achievement of the programme's objectives.

<b>Programme 4- MLPA</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[1]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[2]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	24	24	12	13
<b>- Professor</b>	5	5	4	4
<b>- Associate Professor</b>	7	7	5	4
<b>- Assistant-Professor</b>	2	2	-	2
<b>- Assistant</b>	3	3	1	3
<b>Invited Staff</b>	7	7	2	-
<b>Scientific Staff</b>				

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

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

## **Description and Analysis – PhD PA**

The programme involves a total of 30 lecturers, including 1 invited lecturers, with 30 active students. The combined number of academic and invited staff is thus appropriately matched to the student population, ensuring effective achievement of the programme's objectives.

<b>Programme 5 – PhD PA</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[1]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[2]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	30	30	30	26
<b>- Professor</b>	13	13	13	10
<b>- Associate Professor</b>	15	15	15	15
<b>- Assistant-Professor</b>	1	1	1	1
<b>- Assistant</b>	-	-	-	-
<b>Invited Staff</b>	1	1	1	-
<b>Scientific Staff</b>				

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

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

## Evidences/Indicators

- SER;
- SER Annexes;
- Site Visit;
- Personal affairs of academic and invited staff;
- Samples of contracts with academic staff;
- Job description - head of the programme;
- Job description - programme coordinator;
- Programme implementation personnel workload chart.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

## Evaluation

Component resources	4.1 Human	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Bachelor	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Master	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration,	Public Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

## 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 documentation, self-evaluation report and on-site interviews indicate that leadership of the research component in master's programmes at the Georgian Institute of Public Affairs is guided by specific regulations for planning, implementing, and evaluating this component. The university has established agreements for supervisors and reviewers in both master's and doctoral programmes, detailing their primary responsibilities and tasks for overseeing and evaluating the research project or thesis. Per these rules, a master's thesis supervisor must hold a doctoral or equivalent degree and have research experience and relevant publications in the field related to the thesis topic. Supervisors provide guidance and feedback to improve the thesis and oversee the student's progress on the research component. The academic and invited staff involved in the programme bring relevant research and practical experience.

In doctoral programmes, the research component—including supervision of the prospectus, colloquium, and thesis—is governed by the School of Social Sciences' Dissertation Council and Doctoral Regulations.

Thesis supervisors are knowledgeable practitioners and researchers equipped with the latest expertise in the fields of Business Administration/Consulting, Public Administration, and Local Governance, corresponding to their respective programmes. Their experience aligns with the general themes and subject areas of the thesis. Notably, the supervisors possess both theoretical and practical knowledge and experience to guide research on issues related to the development needs of business, public administration, and local governance (according to the programmes).

This is how the distribution of supervisors of master's/doctoral theses according to the programmes looks like:

<b>Programme 1 MBA</b>			
<b>Number of supervisors of Master's theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>[1]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's theses</b>	7	5	5
<b>- Professor</b>	3	2	3
<b>- Associate Professor</b>	2	2	2
<b>- Assistant-Professor</b>	-	-	-
<b>Invited Staff</b>	2	1	–
<b>Scientific Staff</b>			–

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

<b>Programme 2 MPA</b>			
<b>Number of supervisors of Master's theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>[2]</sup>	Among them, the affiliated academic staff

<b>Number of supervisors of Master's theses</b>	14	13	13
<b>- Professor</b>	4	3	4
<b>- Associate Professor</b>	8	8	8
<b>- Assistant-Professor</b>	1	1	1
<b>Invited Staff</b>	1	1	-
<b>Scientific Staff</b>			-

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

<b>Programme 3 MLPA</b>			
<b>Number of supervisors of Master's theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>[3]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's theses</b>	10	9	8
<b>- Professor</b>	4	3	4
<b>- Associate Professor</b>	4	4	4
<b>- Assistant-Professor</b>	-	-	-
<b>Invited Staff</b>	2	2	-
<b>Scientific Staff</b>			-

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

<b>Programme 4 PhD PA</b>			
<b>Number of supervisors of Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>[4]</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Doctoral theses</b>	21	21	20
<b>- Professor</b>	8	8	8
<b>- Associate Professor</b>	11	11	11
<b>- Assistant-Professor</b>	1	1	1
<b>Invited Staff</b>	1	1	-
<b>Scientific Staff</b>			-

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

## Evidences/Indicators

- SER;
- Site Visit;
- Personal affairs of academic and invited staff;
- Dissertation Council of the School of Social Sciences and Doctorate Regulations;
- Rules for planning, implementation and evaluation of the research component of master's programmes;

- Samples of the contract to be signed with the master's and dissertation supervisor.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

## Evaluation

Component Qualification supervisors of master's and doctoral students	4.2 of master's	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Public Administration, Master	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

Based on the on-site interviews, submitted documentation, and the self-assessment questionnaire, it is evident that the university is consistently focused on supporting the development of its academic staff and enhancing research productivity. GIPA has a Research Department that aims, both independently and in collaboration with schools, to strengthen the research component within the university and to foster international scientific cooperation. The department's main priorities include supporting research within the university through various tools, including an internal grant programme. This programme funds activities such as travel support for students and academic staff to participate in scientific events, seminars, and conferences; covering editing costs for publications intended for peer-reviewed scientific journals when needed; allocating funds for

organizing scientific events, seminars, and conferences; and supporting future memberships in more professional associations. Submitted projects are reviewed by the department's Scientific Council, which includes representatives from each school and is chaired by the head of the university's Research Department.

To support academic and scientific activities, various changes have been implemented in recent years. Notably, in 2020, the internal university research funding budget was increased by 38%, with an additional 20% increase in 2023, along with the introduction of other supportive tools, such as grant funding for electronic textbooks. The 2024-2027 action plan also includes funding for university startup projects, aimed at enhancing the university's entrepreneurial potential and improving entrepreneurial skills within the academic process. Starting in 2025, at least two pilot projects per year (under the "Entrepreneurial University" initiative) are planned for development.

Based on the self-assessment questionnaire and on-site interviews, the university's Research Department currently supports the scientific and creative work of affiliated academic staff involved in cluster-grouped educational programmes, as well as other academic staff of similar status, through the following initiatives:

- Internal grant funding programme;
- Promotion of research activities, encouraging conference participation and publication of research outputs;
- Internal grant funding for electronic textbooks;
- Grant funding for policy document development;
- Internal grants supporting doctoral students' dissertation research, funding four research scholarships annually;
- Support for affiliated academic staff and students' participation in international conferences, seminars, and other scholarly activities;
- Support for affiliated staff and students' participation in moot court competitions;
- Funding for startup projects..

Affiliated academic staff involved in cluster-grouped educational programmes actively participate in research activities, as evidenced by their involvement in various studies and conferences. The university's Research Department requires student participation in research projects as a condition for grant funding, which has led to high levels of engagement among students in these programmes—43 students across all three levels of study over the past five years. At the beginning of 2024, the research productivity of academic staff in cluster-grouped programmes is notable, with over 100 publications in international peer-reviewed journals, nearly 40 in local scientific journals, and participation in more than 150 international and local conferences, 50% of which were international.

Academic staff involved in cluster-grouped programmes at GIPA actively engage in activities with public and private organizations aimed at enhancing professional skills and managing societal challenges, offering training, consulting, and coaching services. Their contributions significantly impact ongoing public administration reforms as well as development processes in the private and NGO sectors. Given the nature of these programmes, GIPA holds memberships in several key professional associations, including NASPAA, NISPAcee, and ENTO, and is committed to promoting and internationalizing research activities among academic staff and doctoral students.

### **Evidences/Indicators**

- SER;

- Site Visit;
- Personal affairs of academic and invited staff;
- Non-entrepreneurial (non-commercial) legal entity GIPA - Georgian Institute of Public Affairs, the rule of financing researches and scientific-creative activities;
- Non-entrepreneurial (non-commercial) legal entity GIPA - Georgian Institute of Public Affairs signed agreements within the framework of grant projects;
- Evaluation of staff performance and use of evaluation results in professional development of staff;
- Rules regulating the educational process;
- Human resources management policy;
- Annual report form of academic staff productivity assessment (Appendix # 8 of the regulation of the educational process).

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

## Evaluation

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

Component	4.3	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Professional development of academic, scientific and invited staff					
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Administration, Master	Public X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Ph. D.	Administration, X	<input type="checkbox"/>	<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

To achieve the learning outcomes of the educational programmes grouped in the cluster, students have unrestricted access to GIPA's infrastructure and material-technical resources:

- **Buildings:** Programmes are conducted in university-owned buildings, meeting sanitary, hygienic, and safety standards with alarms, fire extinguishers, video surveillance, and security staff.
- **Facilities:** The buildings have lecture rooms and practical training spaces equipped with projectors, chairs, desks, boards, and other necessary items that meet the technical requirements for a higher education institution.
- **Library and Computer Resources:** The library, equipped with computers and information-communication technology, includes a collection of print and electronic resources relevant to the educational programmes. It provides access to international electronic resources (e.g., EBSCO, JSTOR).
- **Computer Labs and Software:** Computer labs offer internet-connected computers and software suitable for teaching and learning.
- **Technical Equipment:** Additional resources include cameras, tripods, lighting, and other devices for project work.
- **Study and Meeting Areas:** The facility includes study rooms, administrative and faculty offices, a library/reading room, and spaces like "Frontline" for meetings, project presentations, film screenings, and other events.
- **Electronic Systems:** The student portal ([portal.gipa.ge](http://portal.gipa.ge)) facilitates access to grades, academic performance tracking, and administrative support. The university website provides publicly accessible information on programme catalogs, educational processes, and relevant details.

### Evidences/Indicators

- SER;
- Site Visit;
- <https://gipa.ge/eng/static/441/biblioteka>;
- Documentation confirming ownership of the building;
- Library resources;
- [www.portal.gipa.ge](http://www.portal.gipa.ge).

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

### Evaluation

Component 4.4 resources	Material	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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<b>Business Bachelor</b>	<b>Administration,</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Business Master</b>	<b>Administration,</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Public Master</b>	<b>Administration,</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Local Administration, Master</b>	<b>Public</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Public Ph. D.</b>	<b>Administration,</b>	<b>X</b>	<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

As evidenced by the presented documents (including separate budgets for each programme), the self-evaluation report, and on-site interviews, the university GIPA is a non-profit, non-commercial legal entity, with no goal of profit generation. All primary income at the university is fully allocated to educational purposes. GIPA's main revenue sources include tuition fees, grants, and other legally permitted incomes, such as those from consulting, corporate training, rental fees, short-term deposits, and others.

Programmes operate on a self-funding basis, primarily through tuition fees. The presented programme budget details income, expenses (including unforeseen) and balance. In particular, the budgets of the educational programmes grouped in the cluster provide for university administrative expenses, programme administration salaries, lecturers' fees, academic staff salaries, stationery, student activities, literature purchase, support for staff and students to participate in conferences and events, and others. The budget of the presented programmes (separately) is balanced, which guarantees the sustainability of the programme and that it will be possible to achieve the set goals.

<b>Programme 1 BBA</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>
<b>Income</b>	GEL 918,000	GEL 977,000	GEL 1.057,500
<b>Operating balance</b>	GEL 253,498	GEL 293,378	GEL 353,995

<b>Programme 2 MBA</b>	<b>2025-2026</b>	<b>2026-2027</b>
	<b>Forecast</b>	<b>Forecast</b>
<b>Income</b>	GEL 195,999	GEL 196,000
<b>Operationg balance</b>	GEL 12,397	GEL 12,398

<b>Programme 3 MPA</b>	<b>2025-2026</b>	<b>2026-2027</b>
	<b>Forecast</b>	<b>Forecast</b>
<b>Income</b>	GEL 213,300	GEL 197,500
<b>Operationg balance</b>	GEL 72,551	GEL 56,751

<b>Programme 4 MLPA</b>	<b>2025-2026</b>	<b>2026-2027</b>
	<b>Forecast</b>	<b>Forecast</b>
<b>Income</b>	GEL 154,050	GEL 197,500
<b>Operationg balance</b>	GEL 37.377	GEL 81,651

<b>Programme5 PhD PA</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>
<b>Income</b>	GEL 135,300	GEL 141,900	GEL 148,500
<b>Operationg balance</b>	GEL 81,390	GEL 52,037	GEL 58,637

### Evidences/Indicators

- SER;
- Site Visit;
- Programme Budgets.

**General recommendations of the cluster: NA**

**General suggestions of the cluster: NA**

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

### Evaluation

Component	4.5	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme/faculty/school budget and programme financial sustainability					
Business Administration, Bachelor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Public Administration, Master</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Local Public Administration, Master</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Public Administration, Ph. D.</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Business Administration, Bachelor	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration, Master	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Master	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Public Administration, Master	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration, Ph. D.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

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### 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.

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#### Cluster and individual evaluation

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

The presented documentation and the interviews conducted within the framework of the visit, represents that issues related to internal quality assurance in the Higher Education Institution are coordinated by the Quality Service of the Institute of Public Affairs of Georgia.

Quality assurance service is university management body and its main task is to increase the quality of teaching and research in the Higher Education Institution and promote integration into the common European educational space. The quality service is guided by the principles of the regulatory rule of the educational process approved in the Higher Education Institution.

According to the representatives of the Quality assurance service, - the Quality Service is in charge of the regulation of the educational process approved by the Higher Education Institution - Chapter VIII - "Rules for monitoring the educational process, quality assessment, analysis and use of results" and Chapter III - "Developing, approving, making changes to educational programmes and Rules and Procedures for Cancellation".

It should be noted that the heads of the programmes grouped in the cluster, together with the employees of the quality assurance service, participate in the planning of the quality assessment process of the programmes, the development of assessment tools and the implementation of the assessment.

The relevant procedures, evaluation tools and mechanisms are described in the principles of the regulation of the educational process approved by the university.

The self-evaluation process is important, based on studies of students, graduates, employers of the programmes included in the cluster (focus group reports), their feedback and external evaluation - in relation to bachelor's and master's, doctoral programmes.

The Quality Assurance Service participates in the preparation of self-assessments for university authorization and accreditation by evaluating educational and research activities, supporting the professional development of academic staff, and developing appropriate recommendations. They cooperate with academic and administrative staff to identify strengths and weaknesses related to the standards and develop recommendations to address identified weaknesses. To ensure the above, the Quality Assurance Service relies on regulatory provisions governing its activities.

The HEI has well-planned procedures in place for the evaluation of ongoing processes. Based on these evaluations, the institution follows a cycle of continuous improvement using the "Plan, Implement, Test, Develop" principle.

It is important to note that stakeholder participation in surveys not only provides valuable feedback but also fosters shared responsibility for programme improvement.

The evaluation of educational programmes is a regular process, utilizing both direct and indirect methods, as well as quantitative and qualitative data. This is confirmed by the documents presented and the information shared in interviews.

Interviews also revealed that surveys of stakeholders—such as students, staff, and employers—are conducted to gauge satisfaction with various aspects, including service quality, the material and technical base, and library resource usage. Questionnaires are periodically updated, and both recommended and additional questionnaires specific to the field are used in the survey process.

According to interviewees, various types of surveys are conducted, including those involving students, graduates, and employers, alongside analysis of the questionnaires. Questionnaires are updated periodically. Both recommended and additional questionnaires related to the specifics of the field were used in the survey process. According to the interviewees, various types of surveys are used in research: surveys of students, graduates, employers, analysis of questionnaires.

During the interviews with the professors, it was revealed that their colleagues, the head of the programme, and the representative of the quality service attended their lectures. However, according to the representative of the quality service, this form is used more actively with novice lecturers. After attending, he/she will be given a recommendation to take any training or other activity - according to his/her identified needs. Evaluation of the academic staff is also actively underway. According to the academic staff, "We have an annual report form, which we fill out according to the academic year, which combines different types of activities, both educational and scientific and research." According to one of the professors, "we have individual workload plans and at the end of the year we have a report to present, we have various activities to be performed, both educational and scientific and research."

As the representatives of the quality service point out, after training and sharing with the representatives of the relevant school quality service receives data and provide staff with suggestions according to the areas for improvement. According to the identified needs, different types of activities are planned individually with the academic staff.

The scientific, research and practical hours to be spent by the staff are detailed in the staff agreement.

The quality assurance service constantly consults academic, scientific, visiting, administrative, support staff on issues related to internal and external quality assurance, authorization and accreditation.

In this process, students are systematically surveyed in terms of the organization of the educational process and its evaluation.

It is worth noting the active cooperation of the heads of the programmes, the personnel involved in the programme with the quality assurance service, their activity in various types of meetings organized by the quality service, such as the smoothness of the educational-scientific process, programme development, preparation of syllabus, as a result of feedback, individual courses are continuously being modified, various formats of consulting If participating in training meetings.

In order to introduce new regulations or create and update internal regulations, it is also important to reflect the information received on assessment tools and regulations in the programme. Thus, the internal quality mechanism implies a cycle consisting of interrelated components of planning, implementation, evaluation and development, the purpose of which is to improve the quality of the presented educational programme.

Based on the above, the internal quality assessment mechanisms used by the educational programmes included in the cluster are mentioned.

During the meetings, it is clear in the interviews that the academics and invited staff of the bachelor's, master's and doctoral educational programmes are familiar with these mechanisms and consider their use effective for the programme and self-development.

Deficiencies identified by internal quality mechanisms are actively discussed by the self-assessment working group, valuable recommendations are developed, on the basis of which appropriate changes are made.

In the interviews, it was mentioned that the results of staff evaluation will be taken into account in the process of programme development, which increases the responsibility of professors and teachers and contributes to raising the quality of the educational process.

Stakeholders were involved in the preparation of the educational programme and self-assessment report for accreditation together with the working group. It is clearly seen that the directions of work of the quality assurance service are focused on students and serve to improve the quality of teaching and research.

The high quality of teaching resources and services is properly ensured in the Higher Education Institution; Internationalization of teaching and research; Periodic and effective monitoring, evaluation and correct response.

The educational programmes of the presented cluster use the internal mechanisms of quality assessment, which is carried out in accordance with the quality policy developed and in effect at the Higher Education Institution, it is based on the internal mechanisms of ensuring the relevant principles of quality planning, evaluation, monitoring and improvement.

The study of the documents, the results of the interviews show that the internal quality assurance mechanisms of the programmes included in the cluster - the rules for developing, evaluating and developing educational programmes, evaluating the activities of scientific personnel, monitoring the academic performance of students, the employment of graduates, the employer's dependence and labor market research tools are focused on the evaluation and promotion of educational programmes, educational process and academic staff development. It is also important to note that monitoring of the learning process, development, evaluation and development of educational programmes, evaluation and improvement of staff activities, learning resources, services, internationalization of learning, teaching and research, production of periodic studies and development of recommendations are directed to internal quality assurance.

During the interview with the self-evaluation group, it was revealed that in the pre-accreditation period, the work was carried out in a coordinated actively: the relationship between the learning outcomes of the educational course and achievement activities was reviewed, and some gaps in the evaluation criteria were corrected. The quality assurance service takes care of raising the quality of the educational process, develops the necessary tools and methods for evaluating the quality of the educational process, plans the periodicity of the evaluation, provides evaluation and based on the obtained data, gives recommendations to improve the quality of the educational

process. Heads of the programme in the cluster, personnel involved in the programme cooperate with the quality assurance service, participate in meetings organized by the service (trainings, meetings related to the educational-scientific process, programme and syllabuses, evaluation, or meetings organized for the purpose of introducing new regulations or creating and updating internal regulations). When making decisions related to the programme, the academic/guest staff takes into account the results of the quality assessment, as far as they are informed and use the results of the surveys: the quality assurance service systematically conducts surveys of students, graduates, employers, the results of the conducted studies are taken into account to improve the achievement of the learning outcomes of the programme, to update the programme, to better plan the work of professors.

### Evidences/Indicators

- Educational programmes and syllabus of training courses;
- Mechanism for evaluating learning outcomes of programmes;
- Rules governing the educational process;
- Quality assurance manual;
- Analysis of the results of internal and external assessment of quality assurance;
- Report on the changes made in the programme;
- Interviews.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

### 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	Bachelor-Business Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2	Master-Business Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4	Master-Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5	Phd-Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. External Quality Evaluation

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

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### **Cluster and individual evaluation**

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

It is clearly evident from the presented documentation and interviews that during the preparation of the programmes presented in the cluster, for the purpose of external quality assurance, the results of the external evaluation established by the legislation of Georgia (accreditation, monitoring, authorization) are fully shared. All types of information are shared regarding the conduct of external evaluations and possible legal ramifications.

It should be noted that for the purpose of external evaluation of the educational programmes in the cluster, a survey of employers' opinion was planned and carried out by the Scientific Research Center of the Ukrainian Academy of Sciences and the working groups of the programme. Labor market requirements are taken into account, qualitative data is collected.

According to quality representatives, in order to get feedback on the programmes, the educational programmes presented in the cluster were sent to the employer and external experts in advance, and written feedback from external evaluators was received.

### **Description and Analysis**

#### **Programme 1 - Bachelor of Business Administration**

The undergraduate business administration programme was evaluated by Ivane Javakhishvili Associate Professor of the Faculty of Economics and Business of Tbilisi State University. According to the evaluator, "the goals of the programme, learning outcomes, structure, content, learning and teaching methods are clearly established. Courses, practical component". It should also be noted that the evaluator has no recommendations and advice on the mentioned programme. It is also important to note that the programme was based on the following similar programmes of national and international universities. According to the representatives of quality service: "These programmes are: Business Administration Programme Free University. Business Administration Warsaw School of Economics (SGH). Business Administration Prague University of Economics (VŠE) - Business Administration. The compatibility with the programmes of the mentioned universities is expressed in the qualifications awarded, the identity of the goals of the programmes and some courses in compatibility, for example, in the practice component and others

#### **Programme 2 - Master of Business Administration**

The mentioned programme was evaluated by the associate professor of Ivane Javakhishvili Tbilisi State University, Faculty of Economics and Business. According to an external expert, "the programme also offers students optional courses with a volume of 16 credits, although their number is limited to three courses. It is advisable to enrich the block of optional courses with subjects such as human resources management", which is provided by the programme managers.

The analysis of similar programmes of national and international universities was used in the preparation of the programme. According to the representatives of the quality service: "The

programme was compared to the similar programmes of the Free Caucasus University, Business School of Navarre University, Business School INSEAD - Business Administration Master's Programme (executive) programmes, the goals of the programmes were analyzed - in terms of training entrepreneurial managers who will be able to successfully deal with problems and stress management of existing organizations is also consistent with the practical component of the presented programme and training courses".

### **Programme 3 - Master's programme - Local Self-Government/Local Public Administration**

According to the assessment of the external evaluator, "the presented programme meets the requirements of all accreditation standards, it is desirable to integrate municipal waste management issues into the programme in order to diversify the optional topics." Advice is shared by programme managers. In the interview with the quality representatives - during the analysis of similar programmes at the national and international level, it was revealed that the programme is compatible - with the similar programme of Birmingham, Central Europe, Hamburg, Erasmus Rotterdam, Wester University (Canada), the prerequisites for admission to the programme are compatible with the programme managers, the goal. It was also noted that the mentioned programme has no counterpart in Georgia, and therefore, only international universities were analyzed when preparing the document of analogies.

### **Programme 4 - Master's Programme - Public Administration**

According to external evaluator N.F., "the learning outcomes of each training course of the presented programme correspond to the corresponding level of higher education." Depending on the specifics of the course, the contact and independent hours allocated for the course are adequately distributed and reflected in the volume of the corresponding credits. Accordingly, the programme responds to industry specifics and all other requirements." As for the analysis of similar programmes of other universities, similar programmes of the free universities of Birmingham, Central Europe, Hamburg, Erasmus Rotterdam were searched. The managers of the programmes note that "the prerequisites for admission to the programme, the goal, are compatible. Courses, for example, courses: organization of public administration, politics, human resources management, are also compatible with the number of credits of the block of free credits, which is 10 credits.

### **Programme 5 - Doctoral programme of Public Administration**

According to the assessment of the external evaluator NF, "the goals of the doctoral programme are in line with the mission of the institution, relevant and realizable. The goal of the programme takes into account the peculiarities of the field of study, level and educational programme, fully responds to market requirements and serves to form a specialist equipped with modern knowledge and skills. It is important to mention the universities that were researched in order to study similar programmes of other universities at the international level:

No. 1 - Arizona State University - Public Administration and Policy Doctoral Programme

No. 2 - University of Gothenburg - Doctoral Programme in Public Administration

No. 3 - University of Nottingham - Professional Doctoral Programme in Public Management

The heads of the programmes note: "The compliance of the presented programme with the mentioned universities is compatible - in the part of the research project, for example: assistantship of the professor, writing projects, finding grants and others"

According to employers, the presented programmes are very important. This is the place where important personnel are trained in public administration - civil servants of local municipalities, in terms of training the best managers in the field of business. The practical component has been strengthened in the presented programmes, which was also their advice.

According to the students, "HEI teachers help us to participate in exchange projects, many of us participated in the Erasmus+ project, for example, I was in one of the French universities with Erasmus, which was a good experience for me."

GIPA graduates are distinguished by both knowledge and flexible skills, and they are in high demand from our side. Graduates' advice is also taken into account. According to one of the graduates, he is employed at the level of public administration, in the analytical department, where the skills he acquired during the preparation of his master's thesis contributed to his efficiency. According to one of the graduates, on his recommendation, a course on public service management was added to the public administration master's programme on his initiative in the block of optional courses, which is very important. As one of the graduates notes, the practical course-business laboratory is important, which proved to be very productive during his work as a civil servant.

Donor support in the process of finding and implementing grants is also worth noting.

It is important to note that the internationalization component in the HEI is characterized by quite diverse activities. High involvement in international projects and researches, international conferences is one of the important priorities of their strategy.

According to the representative of the research center, "We try to use our research in the transformation of active knowledge. We cooperate with many international organizations, we carry out productive research".

### **Evidences/Indicators**

- Evaluations of external experts of the programmes;
- Analysis documents of similar programmes;
- Interviews.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

**Best Practice:** the educational programmes of the presented cluster have a strong component of external evaluation, according to that the educational programmes of the presented cluster are vital and innovative in the Georgian university space, and the internationalization component is represented by various international activities.

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

**Evaluation**

Component	5.2 External	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Quality Evaluation					
Bachelor-Business Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Business Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Public Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master -Local Public Administration	X		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phd-Public Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.3. Programme Monitoring and Periodic Review**

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

**Cluster and individual evaluation**

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

Based on the interviews and the analysis of the presented documentation, it can be seen that in the development of the programmes included in the cluster, a major role is given to the periodic internal self-evaluation of the educational programmes of the University of Higher Education, which is related to the preparation of the internal self-evaluation report of the educational programmes in the cluster, in order to identify the strengths and areas for improvement as a result of the evaluation of the programmes implemented in the university, and to process the received data. and planning targeted interventions for further improvement based on the analysis.

Accordingly, the following studies are conducted periodically - the analysis of students' academic performance, the semester survey of students - in relation to the courses. Alumni survey, evaluation of visiting and academic staff involved in the programme based on student survey.

According to the representatives of the quality assurance, the analysis of the target marks of the programme, constant monitoring, on the basis of the semesterly processing of the students' academic performance, is ongoing. According to interviewees representing quality, improvement of evaluation mechanisms, development of additional tools and capacity building of the quality assurance system during the implementation of the programmes are ongoing. Depending on the needs and researches of the personnel, various

types of activities, trainings and other activities are conducted to encourage the personnel and their professional development. Relevant employers are also invited - in this format, invited guests meet students and provide information regarding employment.

It is also important to note that HEI has a good collaboration with international journals, with editing support for doctoral students to publish articles in highly reviewed journals. Before defending the dissertation, the doctoral candidate must publish an article in both a local and an international journal. An English-language peer-reviewed journal operates in HEI, where the articles of academic staff and doctoral students are actively published. Participation in international conferences and seminars of academic, invited personnel is financed. For example, according to one of the professors, he was funded to participate in a conference in Poland, and according to another guest lecturer: "I was in the framework of the Erasmus+ exchange programme in France."

According to one of the graduates, she has a master's thesis about „inspection control of food safety” – one the example of Tbilisi. Then on "Rustavi 2" on her initiative, a relevant programme was established under the rubric "Safe food".

Also, according to the representatives of the HEI administration, internal university grants should be mentioned from the university's supporting mechanisms for professors and students. It was said that "according to the data of 5 years, 10 internal university grants have been issued for 5 programmes".

It should also be noted that HEI is involved in many international projects, including the most important one - the international project of evaluation of civil servants/public policy law (7 years), which is very important in terms of conducting research.

In terms of attracting entrants and encouraging them, according to the representatives of the administration, "in the mechanisms of attracting entrants, it should be noted that we give 100 percent grant to those entrants who are financed with 100 percent grant when passing the national exams." Also, according to the students: "There are internal grant projects for students, a scholarship programme is working, they have the support of involvement in various international programmes and projects from the HEI administration."

### **Evidences/Indicators**

- Rules regulating the educational process;
- Quality assurance manual;
- Analysis of the results of internal and external assessment of quality assurance;
- Report of changes made to the programmes;
- Analysis of the labor market and meetings with employers;
- University website;
- Interviews.

**General recommendations of the cluster:** NA

**General suggestions of the cluster:** NA

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

## Evaluation

Component Programme and Periodic Review	5.3. Monitoring	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor-Business Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Business Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Public Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master -Local Public Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phd-Public Administration		X	<input type="checkbox"/>	<input type="checkbox"/>	<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
Bachelor-Business Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Business Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master -Local Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phd-Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable): N/A

Name of the higher education institution: GIPA Georgian Institute of Public Affairs

### Name of Higher Educational Programmes, Levels:

- Bachelor's Programme in Business Administration
- Master's Programme in Business Administration
- Master's Programme in Public Administration
- Master's Programme in Local Public Administration
- PhD Programme in Public Administration

## 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
<b>Business Administration, Bachelor</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Business Administration, Master</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Public Administration, Master</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Local Public Administration, Master</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Public Administration, Ph. D.</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

### Signatures

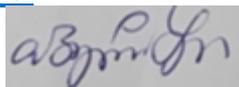
#### Chair of Accreditation Experts Panel

**Assoc. Prof. Dr. Jurgita Vizgirdaite**



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

**Tamar Berishvili**



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