



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

***Georgian–American University LLC***

Bachelor's Educational Program in Business Administration (240 ECTS)

Bachelor's Educational Program in Business Administration (240 ECTS) (English)

Bachelor's Educational Program in Business Administration (180 ECTS)

Bachelor's Educational Program in Business Administration (180 ECTS) (English)

***Evaluation Date(s)***

***30.09.2024 – 01.10.2024***

***Report Submission Date***

***18.02.2025***

***Tbilisi***

## Contents

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Georgian–American University LLC
Identification Code of Institution	206169304
Type of the Institution	University

### Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Karsten Lorenz, Mainz University of Applied Sciences, Germany
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## I. Information on the Cluster of Educational Programmes

	<i>Programme 1</i>	<i>Programme 2</i>	<i>Programme 3</i>	<i>Programme 4</i>
<i>Name of the educational programme</i>	<b>Business Administration</b>	<b>Business Administration</b>	<b>Business Administration</b>	<b>Business Administration</b>
<i>Level of higher education</i>	<b>Bachelor</b>	<b>Bachelor</b>	<b>Bachelor</b>	<b>Bachelor</b>
<i>Qualification to be awarded</i>	<b>Bachelor of Business Administration</b>	<b>Bachelor of Business Administration</b>	<b>Bachelor of Business Administration</b>	<b>Bachelor of Business Administration</b>
<i>Name and code of the detailed field</i>	<b>Management and Administration 0413</b>	<b>Management and Administration 0413</b>	<b>Management and Administration 0413</b>	<b>Management and Administration 0413</b>
<i>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></i>	–	–	–	–
<i>Language of instruction</i>	<b>Georgian</b>	<b>English</b>	<b>Georgian</b>	<b>English</b>
<i>Number of ECTS credits</i>	<b>240 ECTS</b>	<b>240 ECTS</b>	<b>180 ECTS</b>	<b>180 ECTS</b>
<i>Programme Status (Accredited/Non – accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</i>	<b>Accredited 28.11.2019, #222</b>	<b>Accredited 23.06.2017, #28</b>	<b>new</b>	<b>new</b>

<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 accreditation at the Georgian-American University includes four bachelor study programmes in the cluster:

1. Business Administration in Georgian language (240 credits)
2. Business Administration in English language (240 credits)
3. Business Administration in Georgian language (180 credits);
4. Business Administration in English language (180 credits)

- **Overview of the Accreditation Site Visit**

The site visit at the Georgian-American University took place from September 30th to October 1st. The expert panel held meetings with the administration staff, the SER team members, the academic and invited staff, the quality management, students, graduates and social partners. During the site visit, the expert panel visited the lecture rooms, the library and IT laboratories. The expert team acknowledges that the programmes are supported by adequate library, material and technical resources. These resources are accessible to both students and staff.

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

All 4 programmes fully comply with 3<sup>th</sup>, 4<sup>th</sup> and 5<sup>th</sup> standard requirements. All 4 programmes substantially comply with 1<sup>st</sup> standard requirements. Programme 1 and Programme 3 substantially comply with 2<sup>nd</sup> standard requirements, while Programme 2 and Programme 4 fully comply with 2<sup>nd</sup> standard requirements.

### **Recommendations**

General recommendations for the cluster are presented as follows:

1. It is recommended that only the mandatory courses of the program be considered in the formation of the program's learning outcomes. Currently, elective courses are included in this process, which does not align with accreditation standards.
2. It is recommended to review the program learning outcomes map, as the logical progression of learning outcomes (introduction → deepening → reinforcing) is not consistently followed. For example, according to the current map, the 9th learning outcome is introduced and deepened but not reinforced, while the 7th learning outcome is first reinforced and then deepened, which is illogical etc.
3. It is recommended that the courses **"Introduction to Risk Management of Financial Institutions"** and **"Introduction to Leadership"** be designated as mandatory within the program to ensure the achievement of learning outcomes 5 and 7.
4. It is recommended to strengthen the practical component in the form of practical activities integrated into the course. This component should be developed in accordance with its

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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.

objectives, content, and learning outcomes, which will ensure the development of program learning outcomes, especially in the "responsibility and autonomy" section.

5. It is recommended to clarify the prerequisites for certain courses. For example, the course "Financial Analysis and Loan Structuring" should have "Fundamentals of Corporate Finance" as its prerequisite to ensure a logical progression of knowledge and skills.
6. It is recommended that the memorandums signed with internship sites and employers take into account the number of students to ensure adequate placement opportunities for all participants in the program.
7. It is recommended to change the status of the professional practice course and define it as a mandatory course in terms of developing practical skills.
8. Quality Assurance office should conduct additional meetings and workshops for BBA cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

***Bachelor study program "Business Administration" in Georgian language (240 credits)***

***1. It is recommended that the mandatory readings indicated in the syllabus correspond to the teaching and learning resources of the program in terms of language competence. In particular, in the first year of business administration (240 credits) and business administration (180 credits), instead of English literature, Georgian language literature should be indicated or the university administration and the subject teacher should provide preparation of a reader in Georgian for students.***

***Bachelor study program "Business Administration in English language (240 credits)***

***None***

***Bachelor study program "Business Administration" in Georgian language (180 credits);***

***2. It is recommended that the mandatory readings indicated in the syllabus correspond to the teaching and learning resources of the program in terms of language competence. In particular, in the first year of business administration (240 credits) and business administration (180 credits), instead of English literature, Georgian language literature should be indicated or the university administration and the subject teacher should provide preparation of a reader in Georgian for students.***

***Bachelor study program "Business Administration in English language (180 credits);***

***None***

***Suggestions:***

General suggestions for the cluster are presented as follows:

- To strengthen research activities and to better achieve the learning outcome in future, the HEI might encourage bachelor students in all four programmes of the cluster to participate in research activities (as participating in conferences) and to stimulate more students to write a bachelor thesis.
- To fully ensure the fulfillment of all learning outcomes of the programmes it might be helpful for the study programme management to regularly check whether the assessments of learning outcomes of the modules (as in written exams) cover all of the learning outcomes as defined in the module descriptions.
- The expert panel suggests to replace the 12 credits for elective courses from other programmes of the HEI or from an program of equivalent level at a foreign HEI by a mandatory bachelor thesis to further ensure the development of students' research, professional and practical skills. The HEI might thus stimulate the research activities of bachelor students in the 240 credits programme in order to collect first research experiences in their bachelor studies and to continue these activities during their master studies.
- It is suggested to boost cooperation with the private sector: Engage industry experts, successful entrepreneurs, and faculty members to offer mentorship to students. This guidance will support students throughout the venture creation process, from ideation to execution.
- It would be reasonable for program development to be evaluated by the foreign field experts from partner higher educational institutions. Benchmarking with foreign educational programs would support the program development as well.
- The University should develop program monitoring mechanisms where quantitative data serves as a foundation for content-related analysis, thereby generating comprehensive qualitative insights as well.

***Bachelor study program “Business Administration” in Georgian language (240 credits)***

- *Although the practical orientation is reasonable for a business school, it might be considered to strengthen the scientific aspects and prepare bachelor students for a future master thesis by requiring the preparation of a bachelor thesis or a similar working paper.*

***Bachelor study program “Business Administration in English language (240 credits)***

***None***

***Bachelor study program “Business Administration” in Georgian language (180 credits);***

- *To adapt the existing programme to 180 credits, mostly elective courses from the 4<sup>th</sup> year in the 240 credits programme were skipped. In the meeting with the administration staff it was mentioned that these courses are not acknowledged by the student. Based on future evaluations of students it should be checked whether there is a need for more electives to*

*achieve the programmes objective to raise qualified specialists of high academic and ethical standards.*

**Bachelor study program “Business Administration in English language (180 credits);**

- *To adapt the programme to 180 credits, mostly elective courses from the 4<sup>th</sup> year in the 240 credits programme were skipped. In the meeting with the administration staff it was mentioned that these courses are not acknowledged by the student. Based on future evaluations of students it should be checked whether there is a need for more electives to achieve the programmes objective to raise qualified specialists of high academic and ethical standards.*

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

*Draft Report was sent to the Higher Educational Institution. GAU has presented arguments in it's letter, dated 11.02.2025. According to the letter, general cluster recommendations 2, 5 and 6 were accepted by the University and recommendation 8 was partially accepted.*

*Based on the University letter, expert group discussed their arguments regarding recommendations 4 and 7 and modified in the way as they are mentioned above. All other recommendations are included in the final report, as group of experts consider that they are important for the further development of the educational programs.*

*In case of individual programs, 9 and 10 recommendations were accepted. University has provided some changes in admission preconditions and increased the English-language minimum score in Unified National Exams. But the expert group considers that in case of Georgian language programs, only the above-mentioned amendment does not provide the recommendation fulfillment as the students should deal with the professional literature in foreign language and despite the results of unified national exams they might have difficulties in learning. Hereby, University should indicate relevant mandatory Georgian literature in syllabi.*

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

*Evaluation approaches for the accreditation experts:*

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

*Cluster and individual evaluation<sup>3</sup>*

*Cluster evaluation<sup>4</sup>*

<b>Standard/Component</b>	<b>Assessment approaches:</b>
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
<b>1.1. Programme Objectives</b>	<i>Cluster and individual</i>
<b>1.2 Programme Learning Outcomes</b>	<i>Cluster and individual</i>
<b>1.3. Evaluation Mechanism of the Programme Learning Outcomes</b>	<i>Cluster</i>
<b>1.4 Structure and Content of Educational Programme</b>	<i>Cluster and individual</i>
<b>1.5 Academic Course/Subject</b>	<i>Cluster and individual</i>
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
<b>2.1. Programme Admission Preconditions</b>	<i>Cluster and individual</i>
<b>2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills</b>	<i>Cluster</i>
<b>2.3. Teaching and Learning Methods</b>	<i>Cluster</i>
<b>2.4. Student Evaluation</b>	<i>Cluster</i>
<b>3. Student Achievements, Individual Work with them</b>	
<b>3.1. Student Consulting and Support Services</b>	<i>Cluster</i>
<b>3.2. Master's and Doctoral Student Supervision</b>	<i>Cluster</i>
<b>4. Providing Teaching Resources</b>	
<b>4.1. Human Resources</b>	<i>Cluster and individual</i>
<b>4.2. Qualification of Supervisors of Master's and Doctoral Students</b>	<i>Cluster and individual</i>

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<sup>3</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>4</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.*



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

### 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

Description and Analysis – Programme 1 and 2 (bachelor’s study program “Business Administration” in Georgian and English language (240 credits))

Both programmes have the same objectives, content, structure and modules, and are taught either in Georgian or English language. Therefore the two programmes can be evaluated together.

The programme in Georgian language has been operated at GAU since 2009. The English version of the programme has been operated since 2017.

According to the SER (page 11 et seq.) the objectives of both programmes are:

to provide broad knowledge to the graduates “in the sphere of business administration, which will enable him/her to analyze business problems and to prepare the issues for taking such decisions that will guarantee effective functioning of business and its further development”;

to equip graduates with the methodologies that are used in solving business problems on the basis of pre-defined instructions; and

to raise qualified specialists of high academic and ethical standards who will be able work in the business sphere effectively and will establish cutting edge methods.

*Both programmes are practical oriented and focus on qualifying students to work in business. Although this orientation might be reasonable for a business school it might be considered to strengthen the scientific aspects and prepare bachelor students for a future master thesis by requiring the preparation of a bachelor thesis or a similar working paper in the 240 credit programmes.*

*The programme objectives are considering the specificity of the field of business administration on a bachelor level. They are realistic for a 4-year programme and define the set of knowledge, skills and competences a programme aims to develop for graduate students.*

*Description and Analysis – Programme 3 and 4 (bachelor's study program "Business Administration" in Georgian and English language (180 credits))*

*Both programmes have the same content, structure and modules, and are taught either in Georgian or English language. This was also confirmed in the meeting with the teachers of the programmes. Therefore, they can be evaluated together.*

*Based on the amendments in Georgian legislation and as many bachelor programmes in Europe include 180 credits, the HEI established the two new programmes with 180 credits.*

*Although the two programmes with 180 and 240 credits are quite similar, the HEI intends to offer both programmes. In the meeting with the administration it was mentioned that based on market studies the 180 credits programme might attract more foreign students and, as a consequence, might also support student's mobility. As many European study programmes are 180 credits programmes this might be a factor in future. Furthermore, it was said that other competitors also will offer programmes with 180 and 240 credits. According to the HEI the teaching resources are available and allow to cover both alternatives. Students working during their studies mentioned that they wish to finish their studies earlier to start full time jobs. Though the 180 credits programme can be seen as a good alternative for students.*

*To adapt the existing programme to 180 credits, mostly elective courses from the 4th year in the 240 credits programme were skipped. In the meeting with the administration staff it was mentioned that these elective courses are "not acknowledged by the students". Based on future evaluations of courses and the programme by students it should be checked whether there is a further need for more electives to achieve the programme's objectives to raise qualified specialists of high academic and ethical standards.*

*The programme objectives are considering the specificity of the field of business administration on a bachelor level. Overall, they are realistic for a 3 year programme and define the set of knowledge, skills and competences a programme aims to develop for graduate students.*

**Regarding the cluster, all four programmes grouped in the cluster are logically interrelated to each other, in line with the study fields and evolve according to the respective levels of higher education.**

#### **Evidences/Indicators**

- **Self evaluation report**
- **Annexes programmes and syllabi of all four programmes**
- **Annex Learning outcomes map**
- **Syllabi**
- **Curricula of the four programmes (annexes)**
- **Course learning outcomes assessment Results**
- **Results of the interviews.**

**General recommendations of the cluster:** *None*

**General suggestions of the cluster:** *None*

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

**Programme 1 (bachelor's study program "Business Administration" in Georgian language (240 credits))**

**Recommendation(s):** *none*

**Suggestion(s):**

- *Although the practical orientation is reasonable for a business school, it might be considered to strengthen the scientific aspects and prepare bachelor students for a future master thesis by requiring the preparation of a bachelor thesis or a similar working paper.*

**Programme 2 (bachelor's study program "Business Administration" in English language (240 credits))**

**Recommendation(s):** *none*

**Suggestion(s):**

**Programme 3 (bachelor's study program "Business Administration" in Georgian language (180 credits))**

**Recommendation(s):** none

**Suggestion(s):**

- *To adapt the existing programme to 180 credits, mostly elective courses from the 4<sup>th</sup> year in the 240 credits programme were skipped. In the meeting with the administration staff it was mentioned that these courses are not acknowledged by the student. Based on future evaluations of students it should be checked whether there is a need for more electives to achieve the programmes objective to raise qualified specialists of high academic and ethical standards.*

**Programme 4 (bachelor's study program "Business Administration" in English language (180 credits))**

**Recommendation(s):** none

**Suggestion(s):**

- *To adapt the programme to 180 credits, mostly elective courses from the 4<sup>th</sup> year in the 240 credits programme were skipped. In the meeting with the administration staff it was mentioned that these courses are not acknowledged by the student. Based on future evaluations of students it should be checked whether there is a need for more electives to achieve the programmes objective to raise qualified specialists of high academic and ethical standards.*

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

<b>Component 1.1 – Programme Objectives</b>	<b>Complies with requirements</b>	<b>Substantially complies the requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3. Business Administration, Bachelor's Level (180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

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

#### 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 three objectives of the programmes as described in chapter 1.1 are fulfilled by achieving the learning outcomes of the programmes. The table "Mapping goals and outcomes" in the annex illustrates which learning outcome will be achieved by the listed learning outcomes.*

*In the SER (page 13–15) the following ten learning outcomes are listed for all four study programmes. According to the SER, the graduates will achieve all of the following learning outcomes:*

- 1) Discusses the major theories and concepts of business management; describes the problems pertaining to the sphere and identifies relevant solutions to those problems;*
- 2) Gives a detailed description of the challenges facing business management field, and current events and business processes going on in the functional sphere;*
- 3) Analyzes the operation of an organization using the cutting-edge methods in mathematical, statistical and business modeling, elaborates the problem solution strategies and offers recommendations pertaining to the functional spheres of business;*
- 4) Introduces the concept of business value and uses the methods of its measurement;*
- 5) Identifies the risks related to the unpredictable / uncertain conditions in business and defines the ways of risk management;*
- 6) Carries out research and practical projects in business management under the guidance of a lecturer and presents them in context-appropriate technical format;*

- 7) *Acts in accordance with leadership and collaboration principles during teamwork;*
- 8) *Makes illustrative presentations of business-related ideas, existent problems and the ways of their solutions in front of academic and professional audience by adhering to ethical norms and applying modern technologies;*
- 9) *Makes an assessment of social operation of an organization, plans development-oriented activities aimed at the solution of business problems, and illustrates the ways of their realization by adhering to ethical principles;*
- 10) *Plans the ways of pursuing one's own and others' continuous professional development and further study needs.*

*Overall, the learning outcomes are formulated in a way that the objectives of the programmes will be covered. It might be checked during the next years when operating the new programmes whether all ten learning outcomes can be achieved in both, the 180 and 240 credits programmes. Most of the learning outcomes are reflected in the module descriptions. As the bachelor thesis is not obligatory in all four programmes, only few students write theses. This was confirmed by students and graduates during the meetings at the HEI. Neither students nor graduates in the meetings at HEI participated in research projects. Therefore, regarding the research activities, there might be room for improvement to better achieve the learning outcome 6).*

*It should be noted, that there are some issues, that can be developed:*

*Based on the table "Mapping Goals and Outcomes", all programs consider both mandatory and elective courses in the formation of the program's learning outcomes. This approach does not align with accreditation standards, which require that only mandatory courses be included.*

*The program learning outcomes map is not consistently followed, particularly in the logical progression of learning outcomes (introduction → deepening → reinforcing). For example, the 9th learning outcome is introduced and deepened but not reinforced, while the 7th learning outcome is first reinforced and then deepened, which is inconsistent with the expected progression.*

*Overall, the learning outcomes of all four bachelor programmes are formulated in accordance with the law of Georgia on "the education quality enhancement", with the updated national qualification framework approved by the minister of education, science, culture and sport of Georgia in the order #69/N of April 10, 2019, and in accordance with field-specific indicators of business administration. They are logically connected with the program goals and the specifics of the practice.*

## Evidences/Indicators

- Self evaluation report
  - Annexes programmes and syllabi of all four programmes
  - Syllabi
  - Annex Learning outcomes map
  - Curricula of the four programmes (annexes)
  - Course learning outcomes assessment *Results*
- Results of the interviews.

### *General recommendations of the cluster:*

*It is recommended that only the mandatory courses of the program be considered in the formation of the program's learning outcomes. Currently, elective courses are included in this process, which does not align with accreditation standards.*

*It is recommended to review the program learning outcomes map, as the logical progression of learning outcomes (introduction → deepening → reinforcing) is not consistently followed. For example, according to the current map, the 9th learning outcome is introduced and deepened but not reinforced, while the 7th learning outcome is first reinforced and then deepened, which is illogical etc.*

### *General suggestions of the cluster:*

*To strengthen research activities and to better achieve the learning outcome in future, the HEI might encourage bachelor students in all four programmes of the cluster to participate in research activities (as participating in conferences) and to stimulate more students to write a bachelor thesis.*

## Evaluation

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



<b>Component 1.2 Programme Learning Outcomes</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<input type="checkbox"/>	X	<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*

*All four programmes have the same objectives and learning outcomes. The evaluation mechanisms of the programme learning outcomes are defined in the same way. Therefore the four programmes can be analyzed together.*

*According to the document "Mechanism for Assessing Learning Outcomes of the Educational Program" in the appendix the criteria and methodology for the assessment of learning outcomes are already taken into consideration when formulating learning outcomes.*

*Both direct and indirect methodologies are used in the assessment of learning outcomes (see SER, page 16). This was confirmed in the meeting with the academic staff of the programmes. Direct assessment methods include written exams, oral questioning, projects, portfolios, theses,*

*presentations, simulated processes, and others. Indirect assessment methods include surveys of employers, graduates, students, comparison with similar institutions, curriculum analysis, and more.*

*From the students perspective, the analysis of academic performance identifies the appropriateness of the credits assigned to the educational components, selected topics, literature, teaching methods, assessment criteria, etc.*

*In the meeting with the academic staff of the programmes it was confirmed that all learning outcomes are checked in midterm or final term assessments. The academic staff named different ways to check the learning outcomes, as presentations with discussions or written exams. Furthermore students are engaged in lectures by preparing papers, paper based quizzes, midterms and final terms.*

*On a university level, quality management is checking the assessment of learning outcomes, as the distribution of marks. The analysis of students' academic achievements is conducted at the end of each semester. According to the SER (page 16), this helps to establish the attained level of learning outcomes. The assessment is done by analyzing the target benchmark of the learning outcome. In a case of 20% deviation from the indicated range of the learning outcome, deriving from the specifics of the study component and upon the recommendation of the quality assurance department, learning outcomes of the programmes and the ways of their achievement will be reconsidered with the program coordinator and other lecturers.*

*Content wise the assessment is checked by the head of the programmes. To fully ensure the fulfillment of all learning outcomes of the programmes it might be helpful for the study programme management to regularly check whether the assessments of learning outcomes of the modules (as in written exams or other forms for evaluation) cover all of the learning outcomes as defined in the module descriptions. While this process may be applied to all courses, at minimum, selected courses should undergo this evaluation at the end of each semester. When the Quality Assurance office, in collaboration with the program coordinator, reviews examination content and assessment methods to verify their alignment with learning outcomes, and analyzes student performance data, it will provide more accurate insights into student achievement of learning objectives.*

#### **Evidences/Indicators**

- Self evaluation report
- Document “Mechanism for Assessing Learning Outcomes of the Educational Program”
- Annexes programmes and syllabi of all four programmes
- Annex Learning outcomes map
- Syllabi
- Curricula of the four programmes (annexes)
- Course learning outcomes assessment Results
- Results of the interviews.

*General recommendations of the cluster: None*

*General suggestions of the cluster:*

*To fully ensure the fulfillment of all learning outcomes of the programmes it might be helpful for the study programme management to regularly check whether the assessments of learning outcomes of the modules (as in written exams) cover all of the learning outcomes as defined in the module descriptions.*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programme with the component

<b>Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

#### Cluster and individual evaluation

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

**Description and Analysis – Programme 1 and 2 (bachelor's study program “Business Administration” in Georgian and English language (240 credits))**

*Programme 1 and 2 can be evaluated together as both programmes have the same content, structure and modules, and are taught either in Georgian or English language. This was also confirmed in the meeting with the teachers of the programmes.*

*All four bachelor programmes are based on the ECTS system. In programme 1 and 2, a student must accumulate 240 credits (ECTS) within the framework of the education program in order to be conferred the qualification of Bachelor in Business Administration.*

*Both programmes with 240 credits consist of mandatory courses (core courses) and elective courses relevant to the major study sphere and of the free components.*

*The duration of the programmes is 4 years, thus 8 semesters. Students accumulate 60 credits during an academic year, i.e. 30 credits during a semester. According to the SER (page 18) the individual workload of a student per annum can be more or less than 60, but no more than 75 credits.*

*The programme's structures are consistent and logical. The curriculum of the programmes is structured to ensure a consistent progression from a simpler to a more complex level of cognitive knowledge to achieve the learning outcomes and acquire significant professional competencies.*

*Students accumulate 138 credits from the core courses relevant to the major study sphere. Based on the curriculum, the core courses cover 23 modules. In the first semesters, courses like Principles of Microeconomic, Applied Calculus, Principles of Macroeconomics, Statistics for Business, Finite Mathematics, Fundamentals of Corporate Finance, Essential of Financial Accounting, Principles of Marketing, Data Analysis, Corporate Finance or Principles of Management are offered. All core modules are 6 credit modules. Though students will learn in the first semesters basics about business administration and deepen their knowledge in their higher semesters. This allows students to achieve broad and deep competences about all relevant topics of business administration.*

*Regarding the elective components, students achieve 36 credits from the major study sphere. The HEI offers a broad range of elective courses in the fields of finance, marketing, management and audit and accounting. Each field includes 7 different courses. Students and graduates explained in the meetings during the site visit that they appreciated the ACCA modules (audit and accounting), but also other electives are going into details and allow students to prepare for their future career.*

*The core and elective courses in both programmes are covering all relevant topics in the field of business administration. The curricula of both programmes are well structured and ensure a consistent progression from a simpler to a more complex level of cognitive knowledge, so that the learning outcomes can be achieved and students acquire significant theoretical and professional competencies. The content and the structure of both programmes ensure the achievement of the programmes learning outcomes.*

*Out of 36 credits from the elective components of the major study sphere, a student can use 6 credits for a practical component. This allows students to deepen their knowledge, to personalize the structure of their programme and their personal learning objectives. Therefore the qualifications of the programmes are corresponding to the programme content and the learning outcomes.*

*Alternatively students may also choose courses of 12 credits from other programmes of the HEI or from an program of equivalent level at a foreign HEI, if these credits are approved by Georgian legislation. In the meeting with students they mentioned that they also had the opportunity to choose such courses as Introduction in Philosophy, Introduction to Political Science, General Psychology. The expert panel suggests replacing these elective courses by a mandatory bachelor thesis to further ensure the development of students' professional and practical skills.*

*Based on the SER evaluation and site visit interviews, several issues have been identified that require attention for the program's development:*

*Based on the program structure, the courses "Introduction to Risk Management of Financial Institutions" and "Introduction to Leadership" are currently part of the elective components within the major study sphere, where students accumulate 36 credits. Since these courses are elective within specific concentrations (Finance, Marketing, Management, or Audit), they cannot guarantee the achievement of learning outcomes 5 and 7 for all students.*

*In the current program structure, the internship component is presented as elective. As a result, given its goals, content, and learning outcomes, it cannot effectively ensure the achievement of the program's learning outcomes, particularly in the "Responsibility and Autonomy" section.*

*The prerequisites for some courses need to be clarified. For instance, the prerequisite for the course "Financial Analysis and Loan Structuring" should be "Fundamentals of Corporate Finance" to ensure that students have the necessary foundational knowledge before advancing to more specialized topics.*

*Students can accumulate 12 credits out of 36 credits of the above mentioned elective courses by writing a bachelor thesis. As confirmed by lecturers, graduates and students, this opportunity was only chosen in rare cases in the past. The HEI might consider in future to stimulate the research activities of bachelor students in order to collect first research experiences in their bachelor studies and to continue these activities during their master studies.*

**Description and Analysis – Programme 3 and 4 (bachelor's study program "Business Administration" in Georgian and English language (180 credits))**

*Programme 3 and 4 can be evaluated together as both programmes have the same content, structure and modules, and are taught either in Georgian or English language. This was also confirmed in the meeting with the teachers of the programmes.*

*All four bachelor programmes are based on the ECTS system. In programme 3 and 4, a student must accumulate 180 credits (ECTS) within the framework of the education program in order to be conferred the qualification of Bachelor in Business Administration.*

*Both programmes with 180 credits consist of mandatory courses (core courses) and elective courses relevant to the major study sphere and of the free components.*

*The duration of the programmes is 3 years, thus 6 semesters. Students accumulate 60 credits during an academic year, i.e. 30 credits during a semester. According to the SER (page 18) the individual workload of a student per annum can be more or less than 60, but no more than 75 credits.*

*The programmes structure is consistent and logical. The curriculum of the SP is structured to ensure a consistent progression from a simpler to a more complex level of cognitive knowledge to achieve the learning outcomes and acquire significant professional competencies.*

*The programme's structure is consistent and logical. The curriculum of the SP is structured to ensure a consistent progression from a simpler to a more complex level of cognitive knowledge to achieve the learning outcomes and acquire significant professional competencies.*

*Students accumulate 120 credits from the core courses relevant to the major study sphere. Based on the curriculum, the core courses cover 20 modules. In the first semesters, courses like Principles of Microeconomic, Applied Calculus, Finite Mathematics, Statistics for Business, Principles of Macroeconomics, Data Analysis, Principles of Management, Essentials of Entrepreneurship, Fundamentals of Corporate Finance, Essential of Financial Accounting, Principles of Marketing, are offered. All core modules are 6 credit modules. Though students will learn In the first semesters basics about business administration and deepen their knowledge in their higher semesters. This allows students to achieve broad and deep competences about all relevant topics of business administration.*

*Regarding the elective components, students achieve 30 credits from the major study sphere. The HEI offers a broad range of elective courses in the fields of finance, marketing, management and audit and accounting. Each field includes 5 different courses. Out of 36 credits from the elective components of the major study sphere, a student can use 6 credits for a practical component. This allows students to deepen their knowledge, to personalize the structure of their programme and their personal learning objectives. Students and graduates explained in the meetings during the site visit that they appreciated the ACCA modules (audit and accounting) in the 240 credits programme which will also be included in the 180 credits programme, but also other electives are going into details and allow students to prepare for their future career.*

*The core and elective courses in both programmes are covering all relevant topics in the field of business administration. The curricula of both programmes are well structured and ensure a consistent progression from a simpler to a more complex level of cognitive knowledge, so that the learning outcomes can be achieved and students acquire significant theoretical and professional competencies. The content and the structure of both programmes ensure the achievement of the programmes learning outcomes.*

*Alternatively students may also choose courses of 12 credits from other programmes of the HEI or from an program of equivalent level at a foreign HEI, if these credits are approved by Georgian legislation. In the meeting with students they mentioned that they also had the opportunity to choose such courses as Introduction in Philosophy, Introduction to political science, General Psychology. The expert panel suggests replacing these elective courses by a mandatory bachelor thesis to further ensure the development of students' professional and practical skills.*

*The core and elective courses in both programmes are covering all relevant topics of business administration. Their content and the structure of both programmes ensure the achievement of the programmes learning outcomes.*

*Based on the SER evaluation and site visit interviews, several issues have been identified that require attention for the program's development:*

*Based on the program structure, the courses "Introduction to Risk Management of Financial Institutions" and "Introduction to Leadership" are currently part of the elective components within the major study sphere, where students accumulate 36 credits. Since these courses are elective within specific concentrations (Finance, Marketing, Management, or Audit), they cannot guarantee the achievement of learning outcomes 5 and 7 for all students.*

*In the current program structure, the internship component is presented as elective. As a result, given its goals, content, and learning outcomes, it cannot effectively ensure the achievement of the program's learning outcomes, particularly in the "Responsibility and Autonomy" section.*

*The prerequisites for some courses need to be clarified. For instance, the prerequisite for the course "Financial Analysis and Loan Structuring" should be "Fundamentals of Corporate Finance" to ensure that students have the necessary foundational knowledge before advancing to more specialized topics.*

*Students can accumulate 12 credits out of 36 credits of the above mentioned elective courses by writing a bachelor thesis. As confirmed by lecturers, graduates and students, this opportunity was only chosen in rare cases in the past. The HEI might consider in future to stimulate the research activities of bachelor students in order to collect first research experiences in their bachelor studies and to continue these activities during their master studies.*

#### **Evidences/Indicators**

- Self evaluation report
- Module descriptions (annexes)
- Curricula of the four programmes (annexes)
- Annexes programmes and syllabi of all four programmes
- Syllabi
- Annex Learning outcomes map
- Course learning outcomes assessment Results
- Results of the interviews.

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

*It is recommended that the courses "Introduction to Risk Management of Financial Institutions" and "Introduction to Leadership" be designated as mandatory within the program to ensure the achievement of learning outcomes 5 and 7.*

*It is recommended to strengthen the practical component in the form of practical activities integrated into the course. This component should be developed in accordance with its objectives, content, and learning outcomes, which will ensure the development of program learning outcomes, especially in the "responsibility and autonomy" section.*

*It is recommended to clarify the prerequisites for certain courses. For example, the course "Financial Analysis and Loan Structuring" should have "Fundamentals of Corporate Finance" as its prerequisite to ensure a logical progression of knowledge and skills.*

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



*The expert panel suggests to replace the 12 credits for elective courses from other programmes of the HEI or from an program of equivalent level at a foreign HEI by a mandatory bachelor thesis to further ensure the development of students' research, professional and practical skills. The HEI might thus stimulate the research activities of bachelor students in the 240 credits programme in order to collect first research experiences in their bachelor studies and to continue these activities during their master studies.*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## **Evaluation**

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

<b>Component 1.4 Structure and Content of Educational Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### **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**

*All four programmes in the cluster are bachelor programmes in business administration. In programme 1 and 2 a student must accumulate 240 credits (ECTS) within the framework of the programme in order to receive the qualification of a bachelor in Business Administration. In*

*programmes 3 and 4 students must accumulate 240 credits (ECTS) within the framework of the programmes in order to receive the qualification of Bachelor in Business Administration.*

*Students accumulate 138 credits in the 240 credits bachelor programmes (120 credits in the 180 credits bachelor programmes) from the core courses relevant to the major study sphere. The core courses cover 23 (20) modules. Regarding the elective components, students achieve 36 credits (30 credits) from the major study sphere. The HEI offers a wide range of elective courses in the fields of finance, marketing, management and audit and accounting. Each field includes 7 (5) different courses.*

*Based on the module descriptions the content of the core modules and the elective modules of the major study field listed in the curricula of the programmes ensure the achievement of the learning outcomes define in the module descriptions (see module descriptions in the appendix) and described in the learning outcomes maps (see documents in the appendix).*

*Regarding the study materials indicated in the syllabus, the literature listed in the module descriptions ensures the achievement of the learning outcomes of the programmes. In some courses more recent literature might be available (i.e. in both financial accounting courses (Financial Accounting and Reporting; International Standards of Financial Accounting), the textbooks were from 2017 and did not cover the latest developments in financial accounting).*

#### *Evidences/Indicators*

- *Self evaluation report*
- *Module descriptions (annexes)*
- *Curricula of the four programmes (annexes)*
- *Annexes programmes and syllabi of all four programmes*
- *Syllabi*
- *Annex Learning outcomes map*
- *Course learning outcomes assessment Results*
- *Results of the interviews.*

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

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

<b>Component 1.5 Academic Course/Subject</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Compliance of the programmes with the standards*

<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<input type="checkbox"/>	X	<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*

*Georgian-American University has submitted for accreditation 4 Bachelor programs where the admission requirements are defined mainly in a similar way. Admission requirements stipulated in*

*BA programs are relevant, transparent, fair, public and accessible. Admission requirements are defined in accordance to the legislation. The programs are published at the official web-site of the University. The updated versions will be published as well in case of accreditation.*

*Description and Analysis – Programme 1 (Business Administration BA program, 240 ECTS, Georgian) and Programme 3 (Georgian and Business Administration BA program, 180 ECTS, Georgian)*

*Admission requirements for Business Administration BA program, 240 ECTS, Georgian and Business Administration BA program, 180 ECTS, Georgian are defined in a similar way. Hereby those two programs are described and discussed together. Admission requirements are as following:*

*Applicants might be enrolled to these programs through Unified National Exams where they have to pass exam in English language and should take at least 40% of the final raw score.*

*Applicants might be enrolled without Unified National Exams in accordance to the legislation of Georgia. They should submit certificate to approve language competency at B1 level. Applicants who graduated general education in English do not need to present language certificate.*

*Description and Analysis – Programme 2 (Business Administration BA program, 240 ECTS, English) and Programme 4 (Georgian and Business Administration BA program, 180 ECTS, English)*

*The admission requirements for Business Administration BA program, 240 ECTS, English and Business Administration BA program, 180 ECTS, English are as following:*

*Applicants might be enrolled to these programs through Unified National Exams where they have to pass exam in English language and should take at least 70% of the final raw score.*

*Applicants might be enrolled without Unified National Exams in accordance to the legislation of Georgia. They should submit certificate to approve language competency at B1 level. Applicants who graduated general education in English do not need to present language certificate*

*Program curriculums include Business English as mandatory components for the students. In response to the expert panel questions, program coordinators mentioned that B1 level is enough for the students to deal with the learning process in English as mandatory Business English courses and subjects taught in English help them to improve language competences. As it was highlighted, students have never had difficulties with the study process in English.*

*Evidences/Indicators*

- *Self-Evaluation Report;*
- *Educational Program*
- *Interview Results*

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

### **Evaluation**

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

<b>Component 2.1 Programme admission preconditions</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<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***

In all four programs at the Georgian-American University included in the cluster (bachelor's study program "Business Administration" (240 credits); bachelor's study program "Business Administration (English-language)" (240 credits); bachelor's study program "Business Administration" (180 credits) bachelor's study program "Business Administration (English-language)" (180 credits) Scientific/Research/Creative/Performing and Transferable Skills Program ensures the development of students' practical, creative, performing and a transferable skills and their involvement in research projects, in accordance with the program's learning outcomes. A variety of teaching methodologies, including case studies, practical lessons, workshops in working groups and preparation of presentations, ensures the development of practical, performance and transferable skills in students

In all 4 Programs included in the cluster of Business Administration, a practical component is incorporated in them within study courses and is also considered in the form of active practicum. Out of the 36 credits of major sphere electives, a student can use 6 credits for practicum. The Research component is elective in bachelor's programs (with 12 credits). A small portion of research component is also incorporated into study courses in the educational program.

From the interviews with the university administration and employees, and based on the documentation presented by the Georgian-American University, it is clear that the university has signed memorandums with various companies. However, the agreements/memorandums signed with practice facilities and employers do not contribute to achieving the learning outcomes provided for in the program. This is due to the fact that key components of the educational program, such as the Practical component (6 ECTS) and the Bachelor's Thesis (12 ECTS) for all four programs included in the cluster, are elective courses.

*It should be noted, that the memorandums signed with internship sites and employers do not account for the number of students. This could lead to challenges in ensuring enough placements for all students in the program.*

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

#### **Evidences/Indicators**

- *Self-evaluation report;*
- *Curriculum;*
- *Syllabi;*
- *Interviews conducted during accreditation visit;*

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

*It is recommended that the memorandums signed with internship sites and employers take into account the number of students to ensure adequate placement opportunities for all participants in the program.*

*It is recommended to change the status of the professional practice course and define it as a mandatory course in terms of developing practical skills.*

**General suggestions of the cluster:** None

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### *Cluster and individual evaluation*

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

*Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.*

At Georgian-American University the undergraduate programs offer students a wide range of compulsory and elective study courses. The learning outcomes of these courses align with the overall learning outcomes of the program and correspond to both the content and European guidelines for the transfer and accumulation of ECTS credits, as well as the requirements for the distribution of credits determined by the Law on Higher Education. The program offers the student modules, through which they can deepen their knowledge in fields such as marketing, management, and finance. The ECTS credits assigned to each course largely depends on the student's workload and the amount of material to be covered.

In all four programs at the Georgian-American University included in the cluster(bachelor's study program "Business Administration"(240 credits); bachelor's study program "Business Administration (English) (240 credits); bachelor's study program "Business Administration"(180 credits), bachelor's study program "Business Administration (English) (180 credits) teaching methods included in the curriculum and syllabi are in compliance with the level of education and field-specific characteristics. Teaching methods include: lecture, seminar/working group, practical teaching, using audio-video materials, brainstorming, working in pairs or groups, learning with electronic resources, discussion and debate, as well as planning and carrying out a group or/and individual research projects .

Interactive activities such as group (collaborative) work, discussions, debates, analysis, synthesis, written and verbal communication, demonstrations, and explanatory skills are incorporated into the learning process. Besides, the courses include individual homework and group tasks, helping the student develop the skills in using information and communication technologies, library resources, as well as finding and analyzing required information. Interviews have shown high student satisfaction with the teaching methods, particularly in terms of developing analytical skills.

The program uses student-centered teaching and learning methods that correspond to the level of education, course/subject content, and learning outcomes, ensuring their achievement. All programs are implemented using student-centered methods, and each course syllabus provides a detailed description of teaching-learning methods that align with the course specifics, content, and learning outcomes. The main goal of choosing the formulated teaching-learning methods is to maximize student engagement in planned activities.

These methods ensure students' active engagement in the learning process, interaction both between students and staff and students themselves; They also ensure students' autonomy and responsibility while developing various skills, including critical and analytical thinking.

Teaching methods are flexible and adapt to students' needs. If necessary, an individual program is created and utilized in accordance with the interest and academic readiness of the student; For international students, academic, scientific, and invited staff take their cultural and other needs into account while determining teaching, learning, and assessment methods especially from the perspective of the development of analytical skills.

As a result of the interview with the university administration, it was revealed that in case of necessity, Georgian-American University ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the program.

In Georgian Bachelor's program in Business Administration (240 credits) and Bachelor's program in Business Administration (180 credits) in the syllabi of the main and elective disciplines, for students as the main literature is offered in English literature, which requires for students to have B2 knowledge of the English language. According to student interviews, teachers also provide presentation materials in English during lectures. To address any difficulties in students' understanding of the educational material, the development of a terminological system is recommended.

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

#### **Evidences/Indicators**

- Self-evaluation report;
- Curriculum;
- Syllabi;
- Interviews conducted during accreditation visit;

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

##### **Programme 1 (Business Administration, 240 Ects, Georgian)**

**Recommendation(s):** It is recommended that the mandatory readings indicated in the syllabus correspond to the teaching and learning resources of the program in terms of language competence. In particular, in the first year of business administration (240 credits) and business administration (180 credits), instead of English literature, Georgian language literature should be indicated or the university administration and the subject teacher should provide preparation of a reader in Georgian for students.

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

##### **Programme 3 (Business Administration, 180 Ects, Georgian)**

**Recommendation(s):** It is recommended that the mandatory readings indicated in the syllabus correspond to the teaching and learning resources of the program in terms of language competence. In particular, in the first year of business administration (240 credits) and business administration (180 credits), instead of English literature, Georgian language literature should be indicated or the university administration and the subject teacher should provide preparation of a reader in Georgian for students.

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

#### **Evaluation**

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

<b>Component 2.3. Teaching and learning methods</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<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 evaluation of students is conducted in accordance with the procedures established by the university. During the interview, students reveal that each individual has access to the subject syllabus, which outlines the assessment scheme for each component prior to the commencement of the course. Consequently, the assessment process is transparent for all students.

The evaluation criteria and methods are largely consistent across subjects while remaining specific to each discipline. Student assessment is based on their performance throughout the course. The assessment components include various methods such as tests, presentations, graphic work, and others. Each assessment method is measured by specific assessment criteria.

The overall evaluation comprises two components: a mid-term assessment and a final assessment. Each unit encompasses various assessment elements aligned with the intended learning outcomes, such as written assignments, tests, case studies, teamwork, projects, and written or oral examinations. Each form of assessment is allotted a certain share from the cumulative grade (100). Final exam is allotted 40 points, the remaining 60 points are allotted to midterm assessments;

The 60 points of midterm assessment can include several tests, active participation in seminars and practical classes. For instance, courses in management principles are grounded in theoretical material supplemented by practical assignments and case studies. Throughout the semester, the lecturer assesses students' understanding of the material through tests and presentations. Students are informed about the assessment criteria for each component.

Furthermore, the weekly assessments vary by subject and specific requirements. For example, in political science, the assessment distribution includes participation (1 point), practical tasks (4 points), and research papers (10 points), while assessments in applied mathematics are conducted in a testing format. To successfully pass the course, students must achieve a minimum passing score on both the mid-term and final assessments. Each assessment form has a minimum competence threshold - 25 points for midterm, and 16 points for final assessment. A student will be admitted to the final exam only if she/he accumulates minimum 25 points in midterm assessments throughout a semester. Finally, the study course may be regarded as accomplished, if a student accumulates a minimum 51 points.

Students receive weekly evaluations and feedback from their lecturers. They have the opportunity to discuss midterm results with the lecturer during class sessions. The university provides an intra-university electronic portal for uploading materials and syllabi, as well as facilitating communication between lecturers and students. Additionally, lecturers utilize Google Classroom for similar purposes.

The university employs a plagiarism detection program ([strikeplagiarism.com](http://strikeplagiarism.com)); however, interviews indicated that there have been no defenses of bachelor's theses in recent years, limiting the tool's application for evaluating other types of theses.

Moreover, students noted that evaluation results are discussed during lectures. In cases where a grade is contested, the appeal process is transparent and involves reevaluation by an alternate assessment body. However, both students and lecturers reported that grade appeals are exceedingly rare.

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



### **Evidences/Indicators**

- Evaluation methods and criteria reflected in the syllabi;
- Statue of the school of Business;
- Electronic student evaluation system/portal;
- Interview results;

○

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

<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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Student Achievements, Individual Work with Them

*The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific*

*guidance and supervision is provided for master's and doctoral students.*

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

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

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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**

Students enrolled in the undergraduate Business Administration program at Georgian-American University Ltd. consistently receive appropriate counseling and support for planning their educational journeys and enhancing their academic performance from relevant administrative and academic personnel. Interviews conducted with students during a recent visit indicated that the institution regularly organizes informative meetings with target groups in this regard.

Additionally, it is noteworthy that the job descriptions for academic, adjunct, and administrative staff include provisions for student consultations, thereby enabling students to obtain the necessary information on pertinent issues. Information regarding counseling services is detailed in the program syllabus, allowing students to schedule individual counseling sessions with lecturers or seek assistance from the academic manager. During the interviews, students expressed that they encountered no communication barriers with their lecturers and demonstrated a willingness to address any issues that arose. Furthermore, both in-person and online, academic staff provide appropriate counseling and support to students.

The university also features an electronic learning management platform that informs students about various aspects of the learning process. Students have access to the university library and electronic resources, enabling them to utilize various databases from both campus and home with the required credentials.

Information regarding educational programs, as well as various local and international projects and events—such as scholarships announced by the university and various foundations, exchange programs, and other initiatives—is readily accessible to students via the university's website. It has been established that the university frequently hosts master classes and public meetings, including a series of discussions titled "GAU for the Future." Notable sessions in this series include presentations by Nana Mikashavidze on "Emotional Intelligence and Personal Development," Ketevan Zhvania on "Where is the Line Between PR and Marketing?" and an AI Bootcamp led by Archil Cheishvili titled "AI in Asset Management.". Additionally, thematic and non-thematic

meetings, workshops and master classes are undoubtedly valuable and engaging, but we believe that incorporating foreign speakers would enhance the diversity and appeal of these gatherings.

The Business Administration program at Georgian-American University LLC actively promotes student employment. Based on interviews and a review of relevant materials, it is evident that the university has established connections with various companies, which conduct master classes aimed at career development and employment opportunities, including partnerships with American companies such as Lineate and Fireflies. In addition, the university has outlined future initiatives, including the implementation of new marketing materials and project and a Large-Scale Employment Forum. Notably, a memorandum has been signed between Georgian-American University and the House of Justice to facilitate student internships and employment opportunities.

The university employs an academic manager who provides support and disseminates information to students regarding specific issues through counseling sessions, email, text messages, and other communication methods. This manager also coordinates meetings and consultations between students and the program head as well as the curatorial group.

Interviews and a review of relevant documentation reveal that students are actively involved in the development and evaluation of the program. The university conducts periodic internal surveys, allowing students to assess the educational program and the human and material resources necessary for its implementation.

The university has developed an individualized study plan as part of the educational program, allowing for the creation of tailored study plans based on the needs of students with special educational requirements. This initiative ensures accessible educational conditions, enabling every student to receive support that meets their unique educational needs and opportunities. During interviews, university representatives noted that while they currently do not have students with such specific needs, they have had prior experiences providing appropriate individual support.

According to the interviews, students enrolled in this program are informed about and have opportunities to participate in local and international conferences and meetings organized by the university and faculty. However, it was revealed and noted that only a small number of students engage in these events, suggesting that increased support and encouragement from academic staff could foster greater participation in similar conferences or projects, ultimately enriching students' experiences and facilitating knowledge sharing.

Information regarding exchange programs is also available through the International Relations Office. A review of documentation and interviews conducted during the visit showed that students in this bachelor's program participated in exchange programs between 2019 and 2024, with varying numbers of students attending different universities, such as the Universities of Castilla-La Mancha, Alcalá, and Klaipeda. Specifically, in 2024, a total of 11 students participated in exchange programs abroad. The Foreign Relations Service manages these initiatives and oversees international exchange programs, including Erasmus Plus, thereby facilitating international mobility for university students.

Finally, both students and alumni reported being informed about available student services and receiving timely support. They provided examples of counseling hours and adjustments to lecture schedules. However, they expressed a desire for additional spaces conducive to communication and group work.

### **Evidence/indicators**

- Self-evaluation report;
- Functions of academic manager of Georgian-American University LLC;
- Statute of the school of Business;
- Consulting services;
- Educational program syllabuses;
- Interview with students and graduates;
- Interview results;

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

### **Evidences/Indicators**

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

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## **Evaluation**

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

<b>Component 3.1 Student consulting and support services</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 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

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business Administration, Bachelor's level 240 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Programme 2 (English Business Administration, Bachelor's level 240 credits)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 3 (Business Administration, Bachelor's level 180 credits)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 4 (English Business Administration, Bachelor's level 180 credits)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>3. Student Achievements, Individual Work with them</i>	<i>Complies with requirements</i>	<i>Substantially complies with requirements</i>	<i>Partially complies with requirements</i>	<i>Does not comply with requirements</i>
<i>Programme 1. Business Administration, Bachelor's Level (240 ECTS)</i>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)</i>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 3. Business Administration, Bachelor's Level (180 ECTS)</i>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)</i>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **4. Providing Teaching Resources**

*Human, material, information and financial resources of educational programme/educational*



*programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.*

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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**

Georgian-American University has implemented the selection and appointment system for academic staff, aligning with Georgia's legal framework and the university's internal regulations titled "Conducting competition for academic positions at Georgian-American University" (instructions for planning, developing and developing educational programs). This dual approach ensures that only qualified individuals are appointed to academic positions, maintaining both legal compliance and high standards of excellence in the university's faculty. During the site-visit, also based on the analysis of personal files of academic and invited staff, they confirmed that their qualifications are fully compliant with qualification requirements, functions and applicable legislation.

The university president announces an open call for academic positions, specifying the number of openings for professors, associate professors, assistant professors, and assistants by specialty. Information for open call and the results are available at the university web-page.

To qualify for academic positions, candidates must meet the following key criteria:

- **Doctoral Degree or Equivalent:** Candidates should hold a doctoral degree or an equivalent in the relevant specialty. Alternatively, they may qualify through significant professional experience and high-level qualifications in the specific field, as evidenced by work experience, credentials, and/or relevant publications.
- **Teaching and Research Experience:** Relevant experience in teaching and research is required, with specific years of experience depending on the academic rank (e.g., six years for a professor, three for an associate professor).
- **Academic Contributions:** Candidates must have published articles in scientific journals and participated in academic conferences, symposia, or congresses.

For the position of Assistant, the criteria include:

- **Doctoral Student Status or Professional Qualifications:** Candidates should either be current doctoral students or possess high-level qualifications in the field, validated by professional experience, credentials, and/or relevant publications.

These requirements ensure that all candidates demonstrate a strong foundation in their field through both formal qualifications and evidence of professional and academic engagement.

The hourly workload schedule of academic and invited staff of bachelors programmes presented in the cluster is updated every semester. The scheme includes teaching, scientific-research and other workload, and also considers the workload in all institutions, where they hold an academic or scientific position.

Lecturers implementing educational programmes of the educational university are authors, co-authors, editors and translators of various monographs and textbooks; They have also participated in both local and international scientific conferences and symposiums.

Through a range of interviews with selected students in all programmes of study within the cluster, the panel of experts noted that the student body was of the opinion that human resources were well organized to best support the teaching requirements of the courses of study, including support and administrative staff.

The cluster programmes maintain a well-balanced structure between academic and invited staff, contributing to its sustainability. Heads of educational programmes demonstrate the requisite knowledge and expertise for developing educational curricula. Their qualifications are supported by relevant degrees in business administration and extensive practical experience.

#### Description and Analysis

##### **Bachelor's program in Business Administration (240 credits)**

Based on the quantitative data provided, a total of 17 affiliated academic personnel and 12 invited specialists are involved in delivering the program. It is important to note a discrepancy in the recorded number of professors: In the attached file, "BBA Cluster Annex Information about the Quantitative Data," 11 professors were initially listed. However, during the site visit, the number of professors was increased by 13, as confirmed by program personnel, indicating that 13 professors are currently implementing the BBA program. This update reflects adjustments made to accommodate program needs and staffing.

The ratio of 20 academic personnel to 12 invited specialists supports the steady development of the program. This balance between academic and invited staff enables a sustainable structure, ensuring consistent quality in teaching and a diverse range of expertise.

<b>Bachelor's program in Business Administration (240 credits)</b>
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Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[1]	Including the staff holding PhD degree in the sectoral direction[2]	Among them, the affiliated academic staff
Total number of academic staff	20	20	14	20
- Professor	13	13	10	13
- Associate Professor	5	5	4	5
- Assistant-Professor	-	-	-	-
- Assistant	2	2	-	2
Invited Staff	12	12	1	–
Scientific Staff				–

### **English Language Bachelor's program in Business Administration (240 credits)**

Based on the quantitative data provided, a total of 17 affiliated academic personnel and 12 invited specialists are involved in delivering the program.

It is important to note a discrepancy in the recorded number of professors: In the attached file, "BBA Cluster Annex Information about the Quantitative Data," 11 professors were initially listed. However, during the site visit, the number of professors was increased by 13, as confirmed by program personnel, indicating that 13 professors are currently implementing the BBA program. This update reflects adjustments made to accommodate program needs and staffing.

The ratio of 20 academic personnel to 12 invited specialists supports the steady development of the program. This balance between academic and invited staff enables a sustainable structure, ensuring consistent quality in teaching and a diverse range of expertise.

<b>English Language Bachelor's program in Business Administration (240 credits)</b>				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[3]	Including the staff holding PhD degree in the sectoral direction[4]	Among them, the affiliated academic staff
Total number of academic staff	20	20	14	20
- Professor	13	13	10	13
- Associate Professor	5	5	4	5
- Assistant-Professor	-	-	-	-

- Assistant	2	2	-	2
Invited Staff	12	12	1	–
Scientific Staff				–

### **Bachelor's program in Business Administration (180 credits)**

Based on the quantitative data provided, a total of 17 affiliated academic personnel and 14 invited specialists are involved in delivering the program.

It is important to note a discrepancy in the recorded number of professors: In the attached file, "BBA Cluster Annex Information about the Quantitative Data," 11 professors were initially listed. However, during the site visit, the number of professors was increased by 13, as confirmed by program personnel, indicating that 13 professors are currently implementing the BBA program. This update reflects adjustments made to accommodate program needs and staffing.

The ratio of 20 academic personnel to 11 invited specialists supports the steady development of the program. This balance between academic and invited staff enables a sustainable structure, ensuring consistent quality in teaching and a diverse range of expertise.

<b>Bachelor's program in Business Administration (180 credits)</b>				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated academic staff
Total number of academic staff	20	20	14	20
- Professor	13	13	10	13
- Associate Professor	5	5	4	5
- Assistant-Professor	-	-	-	-
- Assistant	2	2	-	2
Invited Staff	11	11	1	–
Scientific Staff				–

### **English Language Bachelor's program in Business Administration (180 credits)**

Based on the quantitative data provided, a total of 17 affiliated academic personnel and 15 invited specialists are involved in delivering the program. It is important to note a discrepancy in the recorded number of professors: In the attached file, "BBA Cluster Annex Information about the Quantitative

Data," 11 professors were initially listed. However, during the site visit, the number of professors was increased by 13, as confirmed by program personnel, indicating that 13 professors are currently implementing the BBA program. This update reflects adjustments made to accommodate program needs and staffing.

The ratio of 20 academic personnel to 12 invited specialists supports the steady development of the program. This balance between academic and invited staff enables a sustainable structure, ensuring consistent quality in teaching and a diverse range of expertise.

<b>English Language Bachelor's program in Business Administration (180 credits)</b>				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[7]	Including the staff holding PhD degree in the sectoral direction[8]	Among them, the affiliated academic staff
Total number of academic staff	20	20	14	20
- Professor	14	13	10	13
- Associate Professor	4	5	4	5
- Assistant-Professor	-	-	-	-
- Assistant	2	2	-	2
Invited Staff	12	11	2	—
Scientific Staff				—

#### **Evidences/Indicators**

- BBA Cluster Annex Information about the Quantitative Data;
- Job descriptions, qualification requirements
- Functions and personal documents of administrative and assisting staff;
- Competition materials;
- University web -page: <https://www.gau.edu.ge>
- Personal documents of academic / invited personnel;
- Method of defining the quantity of academic/invited personnel at the university (methodology of defining student body).
- Interview Results.

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## **Evaluation**

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

<b>Component 4.1 Human resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<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

##### Evaluation

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

<b>Component 4.2 Qualification of supervisors of master's and doctoral students</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>
Programme 1 (Business Administration, Bachelor's level 240 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (English Business Administration, Bachelor's level 240 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Business Administration, Bachelor's level 180 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (English Business Administration, Bachelor's level 180 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

##### Cluster and individual evaluation

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

*Georgian–American University (GAU) places significant importance on the professional development of its academic and invited staff through a structured system of assessment and comprehensive support aimed at enhancing staff competencies and the overall quality of their work. The university's commitment to professional growth is reflected in its robust approach to evaluating staff performance, focusing on the alignment of competencies with institutional goals.*

*Based on the SER and interviews, the university's assessment approach includes a detailed analysis of staff work and regular feedback from student satisfaction surveys. This feedback provides valuable insights into the effectiveness of teaching and academic support, helping to identify areas for improvement. Additionally, GAU places a strong emphasis on the active engagement of its personnel in scientific research and academic publishing, encouraging staff to contribute to the scholarly community.*

*The evaluation of academic, scientific, and invited personnel at GAU is comprehensive, covering all major duties and responsibilities, with a significant focus on scientific productivity. The university's approach to evaluating its staff is designed to foster professional growth and institutional development, while ensuring high standards of academic and scientific achievement.*

- *Educational activities are evaluated based on the adoption and use of modern teaching methods and technologies. The assessment of teaching quality considers the following factors:*



- *The development and introduction of new study courses.*
- *The volume, content, and assessment systems of study courses.*
- *The outcomes achieved in these courses, as demonstrated by student surveys and academic performance.*

*The results of these evaluations are crucial for improving teaching practices and ensuring that staff are delivering high-quality education that aligns with the university's strategic goals.*

- *Evaluation of Scientific Productivity*

*A key aspect of the personnel evaluation process is scientific productivity. This is assessed based on:*

- *The publication of research results.*
- *The dissemination and recognition of these results in professional circles.*
- *Efforts made to secure resources for research development.*

*Additionally, the specific nature of the field of research is taken into account. To ensure a thorough and expert evaluation, the dean may convene a temporary professional evaluation committee.*

- *Evaluation of Management and Institutional Development*

*The evaluation process also considers the involvement of staff in the management of the university and its overall institutional development. Key areas of focus include:*

- *Participation in decision-making processes and their execution.*
- *Contributions to the strategic growth and development of the university.*

- *Evaluation of Program Development and Program Director Feedback*

*When evaluating academic personnel involved in program development, the results of the program director's evaluation are also considered. This ensures that personnel contributions to curriculum development and program improvement are adequately recognized.*

- *Assessment of Social and Public Engagement*

*The university also evaluates the social and public activities of its personnel, particularly their contributions to their field, the development of the country, and the enhancement of the university's visibility on both national and international levels. These contributions play an important role in fostering the university's reputation and engagement with the broader community.*

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

#### **Evidences/Indicators**

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

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

#### **Evaluation**

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

<b>Component 4.3 Professional development of academic, scientific and invited staff</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<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**

The programmes are supported by adequate library, material, and technical resources, which quantitatively and qualitatively meet the goals and learning outcomes of the programmes. These resources are accessible to both students and staff, and students are informed about how to use them and the associated rules. The university has established a well-equipped environment to support its educational activities, ensuring functionality, accessibility, and adherence to educational standards.

The Auditorium Equipment should be noted, as one of the main issues in this regard - Each auditorium is equipped with essential learning tools, including computers and projectors, which enable multimedia presentations and interactive learning sessions. This setup supports modern teaching methods and enhances the overall educational experience.

Academic staff workspaces are equipped with computers connected to the internet, multifunction devices, and other necessary inventory. The programs are conducted in a modern, university-owned building that meets technical requirements for higher education institutions. This building features fire protection, heating, ventilation, and air conditioning systems, as well as adherence to safety and sanitary standards. The university's safety and evacuation protocols demonstrate a well-prepared approach to emergency preparedness, with specific provisions to ensure fire safety and efficient

evacuation. These proactive safety measures enhance the security and readiness of the university in case of fire emergencies. The regular maintenance of fire equipment, combined with well-placed and customized evacuation plans, demonstrates a strong commitment to protecting students, staff, and facilities.

The university has enhanced its digital library resources, broadening access to reputable academic databases and scholarly content. Here's an overview of the developments and their implications for students and faculty:

1. EBSCO Package Update:

- The EBSCO package has been updated to include various specialized sub-databases, which provide access to a wide range of academic fields.
- This update offers more extensive research resources, improving access to current, peer-reviewed information.

2. Addition of Elsevier Resources:

- Elsevier, a leading provider of scientific, technical, and medical information, has been added to the university's database offerings. This enhances the institution's research capabilities, particularly in STEM and medical fields, offering high-quality journals and articles.

3. Library Consortium Contract Renewal:

- Renewing the contract with the library consortium ensures continued access to diverse academic databases, enabling the university to keep providing students and staff with comprehensive research resources.

Students can access these resources both on-campus and remotely, enabling flexible research options. This is especially beneficial for students who study part-time or off-campus, as they can access resources conveniently from any location.

The expanded access to databases and updated resources strengthens the university's academic infrastructure, providing valuable tools for research, learning, and professional development. This comprehensive access supports students and faculty in staying informed on the latest research and industry trends.

### **Programme 1 (Business Administration, Bachelor's level 240 credits)**

The computer-based library provides the necessary facilities for learning and teaching: the publications, documentation, and technical materials necessary to achieve the program objectives and reach the desired academic performance in terms of quality are at hand. All classrooms are equipped with the necessary instruments and equipment; students will find everything they need to feel comfortable and have an efficient learning process.

GAU guarantees easy access to material, laboratory, informational, and digital facilities on campus for students and staff. Students are introduced to and trained in the usage of the resources within welcome tours and training sessions so that they can efficiently use the resources provided throughout their studies.

#### **Programme 2 (English Language Business Administration, Bachelor's level 240 credits)**

The computer-based library provides the necessary facilities for learning and teaching: the publications, documentation, and technical materials necessary to achieve the program objectives and reach the desired academic performance in terms of quality are at hand. All classrooms are equipped with the necessary instruments and equipment; students will find everything they need to feel comfortable and have an efficient learning process.

GAU guarantees easy access to material, laboratory, informational, and digital facilities on campus for students and staff. Students are introduced to and trained in the usage of the resources within welcome tours and training sessions so that they can efficiently use the resources provided throughout their studies.

#### **Programme 3 (Business Administration, Bachelor's level 180 credits)**

The computer-based library provides the necessary facilities for learning and teaching: the publications, documentation, and technical materials necessary to achieve the program objectives and reach the desired academic performance in terms of quality are at hand. All classrooms are equipped with the necessary instruments and equipment; students will find everything they need to feel comfortable and have an efficient learning process.

GAU guarantees easy access to material, laboratory, informational, and digital facilities on campus for students and staff. Students are introduced to and trained in the usage of the resources within welcome tours and training sessions so that they can efficiently use the resources provided throughout their studies.

#### **Programme 4 (English Language Business Administration, Bachelor's level 180 credits)**

The computer-based library provides the necessary facilities for learning and teaching: the publications, documentation, and technical materials necessary to achieve the program objectives and reach the desired academic performance in terms of quality are at hand. All classrooms are equipped with the necessary instruments and equipment; students will find everything they need to feel comfortable and have an efficient learning process.

GAU guarantees easy access to material, laboratory, informational, and digital facilities on campus for students and staff. Students are introduced to and trained in the usage of the resources within welcome tours and training sessions so that they can efficiently use the resources provided throughout their studies.

#### ***Evidences/Indicators***

- The University Campus;
- Library sight visit;
- Program budget;
- University website;
- Interviews with: library staff, academic personal, students and alumni.
- Plan of preparedness and timely reaction on infectious diseases;
- Documentation of textbook purchase;

**General recommendations of the cluster:** *None*

**General suggestions of the cluster:**

*It is suggested to boost cooperation with the private sector: Engage industry experts, successful entrepreneurs, and faculty members to offer mentorship to students. This guidance will support students throughout the venture creation process, from ideation to execution.*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

### Suggestion(s):

## Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

Based on the Business school budget and site visit interviews, the strategic shift in the financial resources allocation is towards prioritizing research funding. It should be noted that separate program-specific budgets are not provided; instead, the funding is allocated under a single, overarching school budget for the entire cluster. This unified budget is used to cover all necessary expenses and resources for the various programs within the institution. In more details, the total income of the school for 2023/24 is 1,555 million GEL. Key Expenditures are:

- Salaries: 770 thousand GEL, which represents a significant portion of the budget.
- Research and Internationalization: 127 thousand GEL, emphasizing the School's commitment to enhancing its research profile.
- Student-related Expenses:
- Extracurricular and Cultural Activities: 41 thousand GEL, supporting student engagement beyond academics.

- Scholarships and Allowances: 130 thousand GEL, indicating investment in student support and incentives.
- Academic Staff Development: 45 thousand GEL, aimed at enhancing faculty skills and capabilities.
- Operational Expenses for Study Process: 85 thousand GEL, covering essential costs for maintaining academic operations.

The University has increased its commitment to research by raising the budget allocation for scientific research to 8%. This decision, approved by the academic and scientific councils, is expected to drive higher investment in research activities at the School, potentially boosting its academic reputation and research output.

This budget allocation shows a balanced approach towards operational needs, student support, faculty development, and strategic growth in research. By increasing research funding, the University demonstrates its focus on enhancing academic contributions, which could attract more research talent, collaborations, and potentially more funding in the long term.

The budgets are structured to meet the needs of the programs and support their smooth operation and growth over the specified periods.

#### Evidences/Indicators

- SER;
- School budget;
- Interview results.

*General recommendations of the cluster: None*

*General suggestions of the cluster: None*

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**



**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

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

<b>Component 4.5 Programme/faculty/school budget and programme financial sustainability</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

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

Bachelor's Level (240 ECTS)				
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

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

#### 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 Internal Quality Assurance System at Georgian American University (GAU) is based on internal regulations that comply with legislative requirements. The primary governing documents include the Regulation on Quality Assurance Policy, Regulation on Quality Assurance Department, Regulation on Educational Program Planning, Elaboration and Development, and the Regulation on Learning Outcome Assessment Methodology. The University maintains standardized questionnaires to conduct surveys among various stakeholders in accordance with its internal regulations.

The University has submitted results from various surveys conducted. As mentioned by the Quality Assurance Department during site-visit interviews, surveys are conducted at the end of each semester and academic year. Student surveys are anonymous and voluntary. When the Quality Assurance office cannot obtain sufficient data due to low student participation, they organize focus group meetings to emphasize the importance of student feedback for the development of educational programs and the University's overall improvement.

The submitted documentation primarily consists of raw data collected from surveys. However, analysis of this data is more crucial for meaningful evaluation. While data collection is essential for quality enhancement, without proper analytical work, it is difficult to identify the strengths and weaknesses of educational programs, assess their implementation, and plan future developments.

Interviews with academic and visiting personnel revealed that their involvement in quality assurance mechanisms remains largely superficial. During interviews, only a few staff members could articulate the quality assurance mechanisms used in their evaluation, explain who conducts their assessments, or describe how they utilize evaluation results.

The objectives of the quality assurance system can only be achieved when all stakeholders actively participate in its implementation. Academic and visiting faculty should clearly understand which quality assurance mechanisms apply to their performance evaluation, the primary objectives of these evaluations and how to utilize the results for professional development

Therefore, the Quality Assurance office should conduct additional meetings and workshops for BBA cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

### **Evidences/Indicators**

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

**General recommendations of the cluster:** Quality Assurance office should conduct additional meetings and workshops for BBA cluster program personnel to enhance their participation and engagement in the quality assurance system. Furthermore, data collected through various surveys should be thoroughly analyzed and discussed with relevant stakeholders and managers to inform decision-making processes and improve educational program quality.

**General suggestions of the cluster:** None

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## **Evaluation**

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

Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

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

The University has obtained external evaluations of its educational programs from private organizations and academic experts. Additionally, in accordance with current legislation, the University submits self-evaluation reports to the National Center for Quality Assurance. These evaluations have yielded positive results. In 2023, the Bachelor of Business Administration program (240 ECTS, Georgian language) received accreditation. Based on external evaluation recommendations, new teaching components were incorporated into the program curriculum.

The University primarily relies on accreditation and self-evaluation submissions as external evaluation tools.

In order to provide the development of the programs within the international academic context it would be reasonable programs to be evaluated by the foreign field experts from international academic society.

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

#### **Evidences/Indicators**

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

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

***It would be reasonable for program development to be evaluated by the foreign field experts from partner higher educational institutions. Benchmarking with foreign educational programs would support the program development as well.***

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 5.3. Programme Monitoring and Periodic Review

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

#### *Cluster and individual evaluation*

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

The QA Department conducts periodic monitoring of educational programs through surveys of students, graduates, and academic and invited personnel. Student academic monitoring is utilized to measure learning outcomes and evaluate academic programs. Site-visit interviews with academic/invited personnel and program coordinators revealed that program monitoring is more of a mechanical process rather than content-focused. Student surveys were primarily cited as the tool for program evaluation. Student academic achievements serve as a mechanism through which metrics are assessed. Academic and invited personnel indicated that assessment methodologies outlined in their syllabi are direct tools for monitoring learning outcome achievements. However, from the perspective of program coordinators and the QA Department, this may be insufficient. According to the QA Department, when numbers from student academic monitoring fall outside the prescribed scale in internal regulations, the QA manager and program coordinator investigate content-related reasons. However, this is not a common occurrence but rather an exception. Therefore, it would be beneficial to develop program monitoring mechanisms that focus not only on quantitative data but also incorporate relevant content analysis.

Employer evaluations are also utilized for program monitoring. The employers' panel primarily consisted of representatives from banking and financial organizations. These employers indicated that they maintain a strong partnership with the University and provide continuous feedback. While this feedback generally addresses overall program effectiveness, there have been instances where specific courses were added to the curriculum based on employer recommendations.

Program coordinators maintain close relationships with graduates. According to graduates' testimonials, they periodically contact program coordinators for professional advice, while

coordinators frequently seek graduates' personal experiences to inform program development. But this is more private relationships and not formally provided for program development. Although the university submitted graduates' survey documents as well. During the accreditation process, the University establishes a Program Development Commission that includes employer representatives.

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

**Evidences/Indicators**

- Self-evaluation Report
- QA documents and regulations of GAU
- Interview Results

**General recommendations of the cluster:** None

**General suggestions of the cluster:** The University should develop program monitoring mechanisms where quantitative data serves as a foundation for content-related analysis, thereby generating comprehensive qualitative insights as well.

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

**Programme 1 (Business Administration BA, 240 Ects, Georgian)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Business Administration BA, 240 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Business Administration BA, 180 Ects, Georgian)**

**Recommendation(s):**



**Suggestion(s):**

**Programme 4 (Business Administration BA, 180 Ects, English)**

**Recommendation(s):**

**Suggestion(s):**

### **Evaluation**

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

<b>Component 5.3. Programme Monitoring and Periodic Review</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>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, Bachelor's Level (180 ECTS)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Attached documentation (if applicable):*

*Name of the higher education institution: Georgian–American University*

*Name of Higher Educational Programmes, Levels:*

Business Administration Bachelor's Programme, 240 ECTS, Georgian

Business Administration Bachelor's Programme, 240 ECTS, English

Business Administration Bachelor's Programme, 180 ECTS, Georgian

Business Administration Bachelor's Programme, 180 ECTS, English

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

<b>Contents</b>  <b>Standard</b>	<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>3. Student Achievements, Individual Work with them</b>	<b>4. Providing Teaching Resources</b>	<b>5. Teaching Quality Enhancement Opportunities</b>
Programme 1. Business Administration, Bachelor's Level (240 ECTS)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2. Business Administration, Bachelor's Level (240 ECTS) (English)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3. Business Administration,	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Bachelor's Level (180 ECTS)					
Programme 4. Business Administration, Bachelor's Level (180 ECTS) (English)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

### Signatures

#### Chair of Accreditation Experts Panel

*Prof. Dr. Karsten Lorenz*



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

*Natia Daghelishvili*



*Nanuli Okruashvili*



*Sophio Ugrekheldidze*



*Sophie Gvritishvili*

