National Center for Educational Quality Enhancement

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier

- **Public Policy and Administration, MA, Level 7**
- **Executive Master of Business Administration in Finance MA, Level 7**
- **Executive Master of Business Administration in Management, MA, Level 7**

Name of Higher Educational Institution

LLC "British University in Georgia"

Evaluation Date(s)
22 – 23 November, 2024

Report Submission Date
20 January, 2025

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC "British University in Georgia"
Identification Code of Institution	405365698
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme	Public Policy and Administration	Executive Master of Business Administration in Finance	Executive Master of Business Administration in Management
Level of higher education	Level 7	Level 7	Level 7
Qualification to be awarded	Master of Public Administration	Executive Master of Business Administration in Finance	Executive Master of Business Administration in Management
Name and code of the detailed field	0413 Management and Administration	0412 Finance, Banking and Insurance	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]			
Language of instruction	English	English	English
Number of ECTS credits	120	70	70
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited: Board of Accreditation of Educational Programs decision # 634515	New	New

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes[2]**

The British University of Georgia (BUG) in Tbilisi offers a cluster of three English-language master's programs:

1. Public Policy and Administration (MA, Level 7)
2. Executive Master of Business Administration in Finance (MA, Level 7)
3. Executive Master of Business Administration in Management (MA, Level 7)

Key information about these programs:

Public Policy and Administration:
- 120 ECTS credits
- Accredited program
- Implemented since the 2023 academic year
- Includes 90 credits of mandatory courses, a 30-credit master's thesis, and optional courses

The Public Policy and Administration master programme received accreditation from the Accreditation Council on May 5, 2023 (Decision N634515). The accreditation is valid until December 31, 2024. Initially, a one-year progress report was required, but this condition was waived as the programme is now part of a cluster undergoing reaccreditation. This panel report outlines programme modifications, including the implementation of the Accreditation Council's recommendations. The programme commenced in the 2023-2024 academic year with an initial enrollment of two students: one domestic and one international. The program underwent revisions to align with the subject benchmark of Public Administration higher education, including updates to learning outcomes, teaching methods, and evaluation approaches.

Executive MBA in Finance and Executive MBA in Management:
- Both are new programs submitted for accreditation
- 70 ECTS credits each

The Executive MBA programs were developed with high stakeholder involvement, considering field trends, labor market requirements, and international partner opinions. Both programs underwent external evaluation by field experts, whose recommendations were incorporated into the final versions. The self-evaluation process for cluster accreditation involved a working group comprising administrative and academic staff, including the Dean of the Faculty, Programme Heads, implementing staff, Quality Assurance Department representatives, students and alumni.

- **Overview of the Accreditation Site Visit**

The expert panel, comprised of six members including one student representative, one quality assurance expert, and four field experts, conducted an accreditation site visit at the British University of Georgia (BUG) in Tbilisi on November 22-23, 2024. The panel, compiled by the National Center for Education Quality Enhancement (NCEQE), was joined by an NCEQE representatives for the two-day visit.

The evaluation focused on a cluster of three educational programs:

1. Public Policy and Administration, MA, Level 7

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

2. Executive Master of Business Administration in Finance, MA, Level 7
3. Executive Master of Business Administration in Management, MA, Level 7

The assessment process was comprehensive, involving document review, a preparatory meeting, and a structured on-site visit following an agreed agenda. The panel conducted interviews with various stakeholders, including university administration, academic staff, students, alumni, and employers. They also toured the HEI's outstanding facilities and resources. The university strengthened its academic staff by adding four professionals with doctorate degrees to the Public Policy and Administration program. The Public Policy and Administration program underwent significant revisions, including the addition of a new "Public Law" course and updates to existing courses based on recommendations from the Accreditation Council. Both new Executive MBA programs were developed with high involvement of interested parties, taking into account labor market trends and international partner opinions. The visit was characterized by a cooperative atmosphere and efficient management by the institution at the recently built state of the art campus. At the conclusion of the visit, the panel chair on behalf of the panel shared their initial findings with the university.

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

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme
Program 1 - Substantially complies with requirements
Program 2 - Substantially complies with requirements
Program 3 - Substantially complies with requirements

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
Program 1 - Complies with requirements
Program 2 - Complies with requirements
Program 3 - Complies with requirements

3. Student Achievements, Individual Work with them
Program 1 - Complies with requirements
Program 2 - Complies with requirements
Program 3 - Complies with requirements

4. Providing Teaching Resources
Program 1 - Substantially complies with requirements
Program 2 - complies with requirements
Program 3 - complies with requirements

5. Teaching Quality Enhancement Opportunities
Program 1 - Complies with requirements
Program 2 - Complies with requirements
Program 3 - Complies with requirements

General recommendations of the cluster:

Component 1.1

- It is recommended to make clearer articulation of how program objectives address internationalization. The objectives should be more specific about internationalization aspects, particularly for the Executive MBA programmes.
- It is recommended to make the objectives for all programmes more specific in illustrating their contribution to the development of their respective fields and society in Georgia.

Component 1.3

- It is recommended that BUG establish a centralized framework for setting, monitoring, and refining PLO benchmarks involving regular consultations with external stakeholders to ensure industry relevance and applicability across all three programs.

Component 2.1

- It is recommended that, the "Admission Requirements and Evaluation Criteria for the Programme" should have the form of an official regulatory document

Component 4.1

- The ratio of invited to academic staff should favor academic personnel.
- The number of affiliated academic personnel should be increased.
- New professionals should be recruited to ensure a balanced distribution of courses.
- Additional measures should be taken to enhance the university's academic staff by recruiting qualified professionals with doctoral degrees.

Recommendations according to the programmes:

Programme 1 (Public Policy and Administration**, MA, Level 7)**

Component 1.1

- It is recommended to explicitly state how the program contributes to the development of the public policy and Administration field in Georgia and internationally.
- It is recommended to the second objective, "To foster the competencies and skills necessary for making complex, evidence-based decisions," be revised to make it more specific about the types of competencies and skills being developed.
- The third objective should be revised to more clearly articulate how the comprehensive worldview translates into practical problem-solving skills.

Component 1.2

- It is recommended to narrowing the focus and adding technological competencies to better address public sector needs in the program learning outcomes.

Component 1.4

- It is recommended to review the uniform credits allocation among the program's courses so that the number of credits in the syllabuses corresponds to the total workload of the subject
- It is recommended to add a compulsory component of professional practice with at least 5 (ECTS) credits to the program to strengthen the practical skills of the students.
- It is recommended to move an Academic Writing/ Academic English course from the component of the optional subjects to the component of the mandatory subjects and it should be defined as a prerequisite of the MA thesis together with other mandatory subjects.
- It is recommended to transfer the Public Law study course from the elective course component to the component of the mandatory courses, since knowledge of the rights, obligations, and legal mechanisms available to citizens and public officials within the Georgian legal system is essential for program graduates.

Component 4.2

- It is advisable for the university to develop transparent qualification requirements for the requirements of the scientific supervisor/co-supervisor, which correspond to the requirements of the master's level and reflect the specifics of the program and best international practice.

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Component 1.1

- It is recommended that the first objective be revised to be more specific and precise, perhaps could be separated into two objectives for clarity.
- It is recommended that the contribution to the development of the finance field and society should be more explicitly stated in the objectives.
- It is recommended to consider a specific objective that addresses the program's focus on recent modern financial technologies and innovations, as this is a key area of development in the finance field.

Components 1.2

- It is recommended to expand FinTech topics to include blockchain, cryptocurrencies, and AI in decision-making for better prepare graduates for modern challenges.

Component 1.4

- It is recommended to add professional practice with at least 5 (ECTS) credits to the program as a mandatory course to comply with the Subject Benchmark Statement of Finance (which determines the minimum requirements of learning outcomes necessary for awarding the qualification, teaching-learning and evaluation methods and other essential characteristics).
- It is recommended to introduce new mandatory training courses that will provide the student with in-depth knowledge of the financial system (financial institutions, financial regulations) to ensure achievement of the program aim and outcome. Some training courses from the component of optional subjects may also be transferred to the component of mandatory subjects (for instance, Commercial Banking)

Component 1.5

- It is recommended to revise the content of some study courses (Introduction to Modern Finance, Financial Accounting, International Finance and Global Financial Markets) so that it corresponds to the master level and provides the student with the appropriate level of knowledge and skills. Learning outcomes of these courses should also be revised to comply with the master level.
- It is recommended that detailed information regarding the content of the Final Projects be added to the syllabuses. Information about project selection, areas the student should concentrate on, the format the paper should follow, recommended sources for reference, the required length of the paper, and other such topics should be added to the syllabuses.

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Component 1.1

- It is recommended that the first objective is revised to make it more specific or split into multiple objectives for clarity.
- The panel recommends that the second objective's phrasing, "to analyze and address contemporary local or global managerial challenges," should be more revised to clarify the types of challenges and how they will be addressed.
- It is recommended to include a specific objective that addresses the program's focus on developing leadership skills for the digital age, as this is a crucial aspect of modern management education essential for business executives.

Component 1.2
- It is recommended to revise the first PLO "critically analyzes the process and principles of management like strategic management, marketing management, supply-chain management, risk and crisis management, human resource management and different leadership styles" and to make it more realistic and measurable.

Component 1.5

- It is recommended to align the titles and content of certain training courses (Leadership and Organizational Design, Marketing and Brand Strategy). The learning outcomes of these training courses should also be revised to ensure that the course content facilitates their achievement.
- It is recommended to revise the mandatory literature provided in the syllabuses (Leadership and Organizational Design, Marketing and Brand Strategy, Developing World Class Human Resources) to ensure consistency with the course material and to encompass the topics indicated in the syllabuses.
- It is recommended that detailed information regarding the content of the Final Projects be added to the syllabuses. Information about project selection, areas the student should concentrate on, the format the paper should follow, recommended sources for reference, the required length of the paper, and other such topics should be added to the syllabuses.

- **Suggestions for the Programme Development**

General suggestions of the cluster:

Component 1.1

- While the objectives mention considering local and international labor market demands, more explicit references is suggested to how these were incorporated would be beneficial.

Component 1.3
- It is suggested to implement a structured professional development programs for staff to standardize the application of evaluation methods.

Component 2.2
- It is suggested, the scientific component should be strengthened, with more activities and events planned, including active student participation

Component 3.1
- It is suggested university to have a student portal that provides students with more detailed information, such as: exam grades, midterm grades, tuition fees, certificate request.
- Students should be given more than 2 days to appeal their exams grades.

Component 4.2
- It is desirable that the relevant structure of the institution focus on organizing the personal files of the personnel in order to fully reflect the information.

Component 4.4
- It is desirable for the university to find ways to ensure access to highly rated electronic scientific databases.

Component 4.5
- It is desirable to revise the budget by specifying the relevant budget items in accordance with the needs of program development and to present the sources of financial support for the program, both periodic and disposable.

Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Component 1.3
- It is suggested to focus more on the field-specific metrics for evaluating applied skills in public policy and administration program.

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Component 1.2
- It is suggested for improvement to include fintech modules and more practical entrepreneurial training.

- A specialized focus on international finance, covering regulations and cross-border management, could strengthen graduates' global competency. This addition would directly support learning outcomes on evaluating international markets.

Component 1.3

- For the Executive MBA in Finance, the introduction of a robust mechanism for aligning evaluation metrics with financial industry standards is suggested.

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Component 1.4

- It is suggested that since admission to the program is open to an applicant with a bachelor's degree in any field and 5 years of professional experience (working area is not specified), students may not be able to learn some courses. In particular, Financial Management and Strategic Decision Making is a training course that requires specific knowledge from the student as a prerequisite, without which it will be difficult to accomplish the subject. It is suggested to move this training course from the mandatory to the optional subjects component. Instead, transfer of the elective course Entrepreneurial Finance to the list of mandatory courses.

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

  N/A

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

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

As a result of this revised analysis, the panel has decided to remove the recommendations for Standard 2.1 and has updated the compliance status accordingly. However, the panel maintains that the recommendation for standard 4.2 remains valid and relevant, as they are supported by the documentary evidence, panel discussions, and the specific requirements of the standard. In this context, the panel respectfully disagrees with the argumentative position presented by HEI.

University provided argumentative position and according to the 4.2 recommendation they mentioned, that: 'The British University has presented the document titled "Master's Thesis/Project Guidelines" which clearly outlines the qualification requirements for the supervisor of the master's thesis. According to this document: The thesis supervisor may be an academic or invited staff member of the British University, who, due to the specifics and developments in the field, possesses the newest knowledge, has actively participated in scientific research, and has published academic papers that correspond to the general theme and direction of the thesis' The expert group have access only on two documents: "Master's Thesis/Project Execution Guidelines and Technical Characteristics" and Master's Project Execution Guide". There is not such information about the qualification requirements for the supervisor of the master's thesis. As a result the recommendation was maintained.

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

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

The re-accreditation process for the Master of Public Policy and Administration program at the British University of Georgia highlights significant progress and achievements since its initial accreditation in May 2023. This program, a 120-credit graduate education initiative, demonstrates a robust commitment to enhancing academic quality, aligning with international benchmarks, and responding to stakeholder feedback.

Key Achievements and Progress:

1. Program Revision and Alignment:
- The curriculum was comprehensively revised to align with the subject benchmark of Public Administration higher education.
- Learning outcomes, teaching methodologies, and evaluation practices were analysed and refined to ensure relevance and rigor.

2. Implementation of Accreditation Council Recommendations:
- A new "Public Law" course was introduced, integrating comparative constitutional and administrative law topics.
- Recommendations to consolidate courses on "Writing Policy Documents" and "Policy Planning and Risk Management" were fully implemented, enhancing curriculum cohesion.
- Teaching literature was diversified for key courses, ensuring students have access to updated and relevant resources.

3. Stakeholder-Driven Enhancements:
- Internal quality mechanisms facilitated stakeholder feedback, leading to updates in mandatory literature and course design.
- The academic staff composition was strengthened by appointing professionals with doctoral qualifications, further elevating program quality.

In general, the program has made significant strides in enhancing its academic framework, aligning with all five accreditation standards, and integrating feedback into its continuous improvement efforts.

The following two programs in the cluster are new and submitted for accreditation for the first time:

1. Executive Master of Business Administration in Finance, MA, Level 7
2. Executive Master of Business Administration in Management, MA, Level 7

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual

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[4] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

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

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

The British University in Georgia (BUG) offers three Master's level programs: Public Policy and Administration, Executive MBA in Finance, and Executive MBA in Management. Based on the provided information, these programs generally align with the requirements of Standard 1.1 for Programme Objectives. However, there are some areas that require improvement. The program objectives for all three programs are established and consider the specificity of their respective fields. They aim to develop relevant knowledge, skills, and competencies in graduates, focusing on leadership, decision-making, and ethical considerations. The objectives also reflect the university's mission of educating future leaders and contributing to societal transformation.

The programs demonstrate consideration of local and international labor market demands. They incorporate input from stakeholders, including employers, students, and industry experts, to ensure relevance. The use of international best practices and peer evaluations by field experts also contributes to the programs' alignment with global trends. The panel was informed during the panel visit that these program objectives are publicly accessible and shared by all persons involved in the programmes, as required by Standard 1.1. However, some further efforts could be made to ensure an effective engagement of all stakeholders. This is highlighted below in the program specific analysis. In general, the objectives align with the Sectoral Benchmarks for Business Administration programs set by NCEQE.

All three programs mostly comply with the requirements of Standard 1.1. They consider the specificity of their respective fields, reflect the knowledge and skills to be developed, and align with the university's mission. However, all programs could benefit from:

- It is important to make clearer articulation of how they address internationalization especially when it comes to program content, pedagogical and didactical approaches.
- More information on how the objectives are shared with and understood by all persons involved in the programs.

Program 1 - Public Policy and Administration, MA

The program objectives for the Public Policy and Administration Master program are clearly established and align with the specificity of the field. They aim to equip students with a profound understanding of democratic institutions, develop competencies for evidence-based decision-making, and cultivate a comprehensive worldview grounded in ethical values.

The objectives reflect the knowledge, skills, and competencies the program aims to develop, including leadership in public interests, complex decision-making, and effective communication. However, the contribution to the development of the field and society could be more explicitly stated. The program objectives are consistent with BUG's mission of educating future leaders and contributing to societal transformation. They consider local and international labor market demands, as evidenced by the involvement of stakeholders and the use of international best practices in program development.

While the objectives are generally well-formulated, some areas could be improved:
● The second objective, "To foster the competencies and skills necessary for making complex, evidence-based decisions," could be more specific about the types of competencies and skills being developed.
● The third objective could be rephrased to more clearly articulate how the comprehensive worldview translates into practical problem-solving skills.

Program 2 - Executive Master of Business Administration in Finance, MA

In general, the objectives of the EMBA in Finance program are clearly defined and reflect the basic competencies expected of graduates. They aim to deepen theoretical knowledge in finance disciplines, develop practical skills, and equip students with high standards of professional ethics. The objectives consider the specificity of the finance field and the executive MBA level, focusing on areas such as financial systems, markets, strategies, and technologies. They reflect the knowledge, skills, and competencies the program aims to develop, including analytical skills and the ability to address contemporary challenges in finance.

The program objectives align with BUG's mission and values, emphasizing high academic quality and critical thinking. They consider both local and international market requirements, as evidenced by stakeholder involvement and the use of insights from partner institutions.

However, some objectives could be improved:
● The first objective is quite lengthy and covers many aspect in a broad way and could be split into two separate objectives for clarity.
● The contribution to the development of the finance field and society could be more explicitly stated in the objectives.
● It is important to consider a specific objective that addresses the program's focus on recent modern financial technologies and innovations, as this is a key area of development in the finance field.

Program 3 - Executive Master of Business Administration in Management, MA

The EMBA in Management program objectives are clearly established and reflect the competencies expected of graduates. They aim to deepen theoretical knowledge in management disciplines, develop

practical skills, and instill high standards of professional ethics. The objectives consider the specificity of the management field and the executive MBA level, covering areas such as leadership, strategic management, and various functional areas of business. They reflect the knowledge, skills, and competencies the program aims to develop, including the ability to address contemporary managerial challenges using the latest technologies.

The program objectives align with BUG's mission and consider both local and global market demands. However, some objectives could be improved:

- The first objective is overly long with so many aspects and could be made more specific or split into multiple objectives for clarity.
- The second objective's phrasing, "to analyze and address contemporary local or global managerial challenges," could be more specific about the types of challenges and how they will be addressed.
- Include a specific objective that addresses the program's focus on developing leadership skills for the digital age, as this is a crucial aspect of modern management education essential for business executives.

Evidences/Indicators

- Self-Evaluation Report;
- Panel discussion;
- English-language master's programs with attachments;
- Mission of the British Teaching University in Georgia;
- Analysis of comparison of programs with similar programs;
- Analysis of stakeholder survey results;
- Analysis of the labor market and employers' requirements;
- University website https://britishuni.edu.ge/;
- The documents of the evaluation by external experts in the field.

General recommendations of the cluster:

- It is recommended to make clearer articulation of how program objectives address internationalization. The objectives should be more specific about internationalization aspects, particularly for the Executive MBA programmes.
- It is recommended to make the objectives for all programmes more specific in illustrating their contribution to the development of their respective fields and society in Georgia.

General suggestions of the cluster:

- While the objectives mention considering local and international labor market demands, more explicit references is suggested to how these were incorporated would be beneficial.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s):

- It is recommended to explicitly state how the program contributes to the development of the public policy and administration field in Georgia and internationally.
- It is recommended to the second objective, "To foster the competencies and skills necessary for making complex, evidence-based decisions," be revised to make it more specific about the types of competencies and skills being developed.
- The third objective should be revised to more clearly articulate how the comprehensive worldview translates into practical problem-solving skills.

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s):

- It is recommended that the first objective be revised to be more specific and precise, perhaps could be separated into two objectives for clarity.
- It is recommended that the contribution to the development of the finance field and society should be more explicitly stated in the objectives.
- It is recommended to consider a specific objective that addresses the program's focus on recent modern financial technologies and innovations, as this is a key area of development in the finance field.

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s):

- It is recommended that the first objective is revised to make it more specific or split into multiple objectives for clarity.
- The panel recommends that the second objective's phrasing, "to analyze and address contemporary local or global managerial challenges," should be more revised to clarify the types of challenges and how they will be addressed.
- It is recommended to include a specific objective that addresses the program's focus on developing leadership skills for the digital age, as this is a crucial aspect of modern management education essential for business executives.

Suggestion(s): None

Evaluation [6]

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

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.

The three programs submitted for this cluster accreditation align in general the learning outcomes with their program objectives. The Public Policy master program emphasizes interdisciplinary studies and skills like ethical leadership and strategic Administration, focusing on democratic principles. The Executive MBA in Finance program sharpens knowledge in financial strategies and risk management with an ethical focus, while the Management Executive MBA integrates leadership, strategic planning, and analytics to address global managerial challenges.

Each curriculum fosters expertise in its field. Public Policy graduates gain organizational and policy design skills, Finance students excel in innovation and financial strategies, and Management students develop entrepreneurial and cross-cultural communication abilities. These ensure graduates are prepared for practical applications.

All three programs offered by BUG demonstrate a decent alignment with this standards by fostering a collaborative approach to developing program learning outcomes, engaging a wide range of stakeholders, including academic staff, students, and employers. The consistency and progression of learning outcomes across program levels reflect thoughtful design in line with relevant educational cycles, ensuring linkages with benchmarks for content complexity and difficulty. Additionally, the university ensures transparency

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[6] Evaluation is performed for each programme separately.

by effectively communicating these outcomes to all stakeholders, reinforcing its commitment to quality and accountability in education.

Nonetheless, there are some observation that panel found based on the information provided in the accreditation documentation and the site visit discussions. The Public Policy program risks diluting its expertise by straddling local and international administration. The Finance Executive MBA emphasizes theory over practical skills like fintech, and the Management MBA's broad curriculum appears to lack depth as per the stated program learning outcomes. Moreover, the SER lacks references to international benchmarks for the Management program, which could hinder global validation. Additionally, the Finance MBA could emphasize entrepreneurship more, and the Management MBA could strengthen ties to international corporate networks. Stakeholders, including faculty and employers, have contributed to shaping learning outcomes, though employer feedback could be better integrated into the programs for practical enhancement.

To improve, the Public Policy program could specialize in either national or international administration. The Finance MBA might benefit from fintech and case studies on emerging markets, while the Management MBA could streamline its core disciplines and foster global organizational partnerships. The programs' strengths include student-centered teaching and innovative methods like AI-driven project management. Public Policy's interdisciplinary approach prepares students for diverse roles, the Finance MBA adheres to ethical global standards, and the Management MBA promotes creative solutions. These programs meet standards and show promise but require targeted refinements to maximize their relevance and global competitiveness.

Program 1 - Public Policy and Administration, MA

The Public Policy and administration master's program at the British University of Georgia aligns well with its goals and the expectations of Standard 1.2. This program equips students with interdisciplinary knowledge and skills essential for addressing complex administration and policymaking challenges. It emphasizes ethical leadership, evidence-based decisions, and strategic administration to prepare professionals for roles in public and international organizations.

The program's learning outcomes are clearly defined, achievable, and mapped to Level 7 qualification standards. Students gain a thorough understanding of administration principles, public finance, and state functions while developing advanced skills in strategic planning, policy analysis, and ethical problem-solving. The inclusion of research methods ensures graduates can approach contemporary policy challenges using a data-driven perspective.

Despite these strengths, the program's broad focus on both local and international administration might limit the depth of expertise students can gain in either area. A more specialized focus could enhance its value. Moreover, while it integrates democratic principles effectively, incorporating modern technology and innovation tools could boost its relevance.

The program is well-structured for employability, preparing graduates for careers in government, NGOs, and international organizations, with clear academic progression options. Collaboration with stakeholders, such as students and external experts, enhances its relevance, but stronger employer feedback mechanisms could make it even more practical. It might be good to include narrowing the focus and adding technological competencies to better address public sector needs in the program learning outcomes.

Program 2 - Executive Master in Business Administration in Finance

The Executive MBA in Finance program serves finance professionals by blending theory with practical applications. It aims to build advanced knowledge in financial management and strategy, preparing students for leadership roles in the finance industry. Its focus on ethical practices and navigating complex financial systems ensures alignment with both professional and academic standards. The program's learning outcomes are clear, practical, and achievable, meeting Level 7 qualification descriptors. Graduates gain skills to critically analyze financial systems, evaluate market trends, and make strategic financial decisions. Emphasizing ethics fosters integrity in leadership within the finance sector.

Although robust, the program learning outcomes could benefit from incorporating aspects such as emerging financial technologies, fintech and blockchain. Additionally, there's an apparent emphasis on theory over practical entrepreneurial skills, which might limit the diversity of career pathways for graduates. The program aligns well with market demands, preparing students for roles such as CFOs, consultants, and financial analysts. Enhancing networking opportunities and strengthening ties with the industry could improve global competitiveness. It might be beneficial to include fintech and more practical entrepreneurial training aspect in the program learning outcomes.

- Expanding FinTech topics to include blockchain, cryptocurrencies, and AI in decision-making could better prepare graduates for modern challenges. Adding case studies or certification options could also be vital for program graduates.
- A specialized focus on international finance, covering regulations and cross-border management, could strengthen graduates' global competency. This addition would directly support learning outcomes on evaluating international markets.

Program 3 - Executive Master in Business Administration in Management

The Executive MBA in Management offers a comprehensive program to develop leadership and managerial expertise. It prepares students for complex decision-making roles by covering strategic management, data analytics, organizational behavior, and leadership. These interdisciplinary components match the program's goal of producing globally competitive managers. Learning outcomes are specific, realistic, and relevant to management. Students enhance their skills in financial decisions, strategic analysis, and leveraging technology for business innovation. The global business perspective and focus on cross-cultural communication are particularly valuable in today's interconnected business world.

The program supports employability by preparing students for leadership roles across industries. Stronger ties with global organizations and more practical applications through partnerships could enhance its appeal. Recommendations include streamlining the curriculum and increasing industry collaborations to meet global business challenges effectively.

Some of the PLOs require rephrasing such as the first one "critically analyzes the process and principles of management like strategic management, marketing management, supply-chain management, risk and crisis management, human resource management and different leadership styles" to make it more realistic and measurable. A sharper focus on sustainable practices and digital transformation could align this program with current global business trends. Introducing tools like AI for project management could enhance technology-based learning outcomes. Creating leadership tracks—focusing on areas like crisis or entrepreneurial leadership—would cater to varied career goals. These tracks should build upon and extend existing leadership outcomes.

Evidences/Indicators

- o   Self-Evaluation Report;
- o   Panel discussion;
- o   Master's program descriptions;
- o   Analysis comparing programs with similar ones;
- o   Analysis of stakeholder survey results;
- o   Analysis of the labor market and employers' requirements;
- o   University website https://britishuni.edu.ge/;
- o   Documentation of results from external evaluations by field experts.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

   Recommendation(s):

- ●   It is recommended to narrowing the focus and adding technological competencies to better address public sector needs in the program learning outcomes.

   Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

   Recommendation(s):

- ●   It is recommended to expand FinTech topics to include blockchain, cryptocurrencies, and AI in decision-making for better prepare graduates for modern challenges.

   Suggestion(s):

- ●   It is suggested for improvement to include fintech modules and more practical entrepreneurial training.
- ●   A specialized focus on international finance, covering regulations and cross-border management, could strengthen graduates' global competency. This addition would directly support learning outcomes on evaluating international markets.

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s):

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

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.

The British University of Georgia has adopted a systematic approach to evaluating Programme Learning Outcomes (PLOs) across its MA-level programs in Public Policy and administration, Executive MBA in Finance, and Executive MBA in Management. The methods outlined in the Self-Evaluation Report focuses on aligning with Standard 1.3 of the National Center for Educational Quality Enhancement (NCEQE), including the integration of evaluation processes into broader program development and improvement cycles. However, this analysis seeks to critically assess the compliance of BUG with Standard 1.3 by examining strengths, areas for concern, and opportunities for improvement across the cluster of programs.

BUG's key strength is its systematic documentation of learning outcomes and the development of detailed evaluation maps that link program goals to specific outcomes. The inclusion of both direct and indirect assessment methods, such as academic performance tracking, surveys, and employer feedback, offers a comprehensive framework for measuring the achievement of PLOs. The university's commitment to transparency is evident through the regular communication of evaluation results to stakeholders, including students, faculty, and external partners. This ensures an open dialogue around program effectiveness and areas for development.

Despite these strengths, several compliance issues with Standard 1.3 arise upon deeper examination of the evaluation mechanisms. Firstly, while BUG outlines the use of benchmarks and targets for PLOs, there is limited evidence of a rigorous, field-appropriate methodology for setting these benchmarks. This is particularly concerning in programs such as the Executive MBA in Finance, where the alignment between industry-specific competencies and evaluation metrics requires clarity. Similarly, the mechanisms for monitoring and refining the benchmarks appear to lack regularity and structured feedback loops, raising questions regarding the adaptability of the programs to evolving industry standards.

Furthermore, the involvement of external stakeholders, while mentioned in the SER, appears insufficiently integrated into the PLO evaluation cycle. For instance, in the Public Policy and administration program, there is scant evidence of continuous and systematic engagement with governmental or non-governmental organizations to validate the relevance of learning outcomes. This may not be required by this standard but provide benefits based on external validation and its role in driving meaningful program improvements.

A notable inconsistency is observed in the training and familiarization of academic and visiting staff with PLO evaluation methods. Although the SER highlights some efforts in this regard, it falls short of detailing structured professional development initiatives to equip staff with the skills necessary for effective implementation of evaluation mechanisms. There appears to be room for improvement in providing staff with structured support for skill development in elaborating, measuring, and analyzing learning outcomes. Additionally, addressing the challenge of small program enrollments, such as the Public Policy and administration master's program, by exploring alternative mechanisms for Program Learning Outcome assessments would further enhance the robustness of their evaluation process. This gap could result in inconsistent application of evaluation methods, potentially undermining the credibility of assessment results. They mentioned about the cooperation with Buckingham university and in some cases they support BUG.

Additionally, program specific analysis also provides some interesting insights on this sub-standard. For the Executive MBA in Management, the use of qualitative methods such as case studies and simulations is well-documented, yet the SER and program specific documents provide limited insight into how these methods are quantitatively analyzed to measure learning outcomes. Similarly, the Public Policy and administration program, while emphasizing ethical and democratic governance principles, lacks a clear mechanism for evaluating the practical application of these principles in real-world scenarios.

Generally, BUG should establish a centralized framework for setting, monitoring, and refining PLO benchmarks. This framework should involve regular consultations with external stakeholders to ensure industry relevance and applicability across all three programs. Additionally, structured professional development programs for staff should be implemented to standardize the application of evaluation methods.

Program-specific recommendations involve enhancing the Public Policy and administration program by integrating field-specific metrics for evaluating applied skills in administration and public policy. For the Executive MBA in Finance, the introduction of a robust mechanism for aligning evaluation metrics with financial industry standards is recommended. Finally, the Executive MBA in Management could benefit from clearer documentation of quantitative evaluation methods to complement its strong qualitative approach.

In general, BUG exhibits a commendable commitment to evaluating PLOs, addressing the above mentioned gaps will enhance its compliance with Standard 1.3, fostering a more effective and transparent evaluation mechanism that aligns with the expectations of NCEQE.

Evidences/Indicators

- o   Self-Evaluation Report;
- o   Panel discussion;
- o   Master's program descriptions;
- o   Methodology of evaluation of learning outcomes of educational programs;
- o   Methodology and plan for observing the learning outcomes of English-language master's programs;
- o   University website https://britishuni.edu.ge/;
- o   Educational program annual evaluation form.

General recommendations of the cluster:

- ●   It is recommend that BUG establish a centralized framework for setting, monitoring, and refining PLO benchmarks involving regular consultations with external stakeholders to ensure industry relevance and applicability across all three programs.

General suggestions of the cluster:

- ●   It is suggested to implement a structured professional development programs for staff to standardize the application of evaluation methods.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s): None

Suggestion(s):

- ●   It is suggested to focus more on the field-specific metrics for evaluating applied skills in public policy and administration program.

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s): None

Suggestion(s):

- ●   For the Executive MBA in Finance, the introduction of a robust mechanism for aligning evaluation metrics with financial industry standards is suggested.

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

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.

The masters' educational programs in the cluster have been developed in line with the instructions for the planning, designing and developing educational programs developed at the British University in Georgia. The teaching staff, university management, the Quality Assurance Office, employers, students and graduates were involved in the process that confirms a comprehensive and collaborative approach and ensures that the programs meet the needs of all stakeholders.

Master's program in Public Policy and Administration comprises 120 credits and includes 4 academic semesters aligning with the second cycle of education (Master's Degree);
Executive Master Programs of Business Administration in Finance and Executive Master Program of Business Administration in Management comprise 70 credits and includes 2 academic semesters aligning with the second cycle of education (Executive Master's Degree);
This volume, content, and complexity of the programs ensure compliance with the expected learning outcomes of this educational level. The all three MA programs are designed in accordance with the legislation of Georgia and ECTS- European Credit Transfer and Accumulation system. This ensures standardization and recognition across European educational frameworks, facilitating student mobility and credit transfer.

The workload of the training courses of the programs is distributed so that the student gradually acquires in-depth field knowledge. The programs are structured to ensure compliance with the qualifications awarded. The content and structure of the programs for the most part ensure that the learning outcomes

of the programs are achieved, reflecting the specific requirements of the qualification. The structure of the programs is logical and coherent for the most part. The teaching and research components, including individual courses, for the most part, are organized and developed sequentially, providing a logical progression. Acceptable prerequisites for subsequent components are adequately defined to maintain the integrity of the program. However, the programs lack several core training courses in the field. Also, the practical components need to be strengthened.

The programs incorporate new research findings and modern scientific and hands-on achievements for the most part. The program's content for the most part addresses internationalization issues relevant to the field of study and the programme level. This approach prepares students for global challenges and opportunities. The information about the programs is public and accessible and available to all stakeholders. Accredited programs are listed on the university's website, providing transparency and ease of access for interested parties https://britishuni.edu.ge/ka/teacher-training-educational-programme/ .

Description and Analysis - Programme 1 (English-language graduate education program - Public Policy and Administration)

The Master's Program in - Public Policy and Administration at the British University in Georgia has been designed according to the HEI's Methodology of planning, formulating and developing educational programs. The content, volume, and complexity of the program are appropriately aligned with the second cycle of education, corresponding to a master's degree. The structure and content of the program ensure it meets the qualification "Master of Public Administration". This qualification aligns with the content and learning outcomes of the program. According to the Georgian legislation qualification will be awarded in case of completion of at least 120 credits of the educational program.

The program comprises teaching (90 credits - out of which 75 credits are envisaged for the mandatory study courses and 15 credits – for optional training courses) and research (30 credits - for preparation and defense of a master's thesis) components. It should be noted that the credit volume of all courses offered by the program is 5 credits, which raises certain questions regarding the procedure for awarding credits. However, during the interviews conducted within the framework of the site visit, academic and invited staff noted that they are granted complete academic freedom by the university/faculty administration and they decide how many credits should have a specific course.

The program's structure is organized logically for the most part with systematically developed teaching components ensuring coherent progress. Admission prerequisites to subsequent components are defined correctly, ensuring the program's integrity and logical content development.
However, we have some recommendations and suggestions regarding the structure and content of the program. In particular:
● The educational program does not provide practice for the program students. To strengthen the practical skills of the students a compulsory component of professional practice with at least 5 (ECTS) credits should be added to the program. Employers also mentioned during the interview that having more practical skills would be better for university graduates.
● An Academic Writing/ Academic English course should be moved from the component of the optional subjects to the component of the mandatory subjects and it should be defined as a prerequisite of the MA thesis together with other mandatory subjects. Strengthening writing skills will greatly assist students working on their master's thesis. It should be noted that the program has no graduates yet, and therefore the master's theses defended within the framework of the program could not be viewed by the experts during the site visit.
● Since knowledge of the rights, obligations, and legal mechanisms available to citizens and public officials within the Georgian legal system is essential for program graduates, it is recommended to

transfer the Public Law study course from the elective course component to the component of the mandatory courses.

The above changes can be easily implemented in the structure of the program by changing (reducing) the credits of some mandatory and optional training courses provided by the program.

Description and Analysis - Programme 2 (English Language Executive Master of Business Administration in Finance)

The Executive Master Programme of Business Administration in Finance at the British University in Georgia has been designed according to the HEI's Methodology of planning, formulating and development of educational programs. The program's content, volume, and complexity are appropriately aligned with the second cycle of education, corresponding to an executive master's degree. The structure and content of the program ensures it meets the qualification "Executive Master of Business Administration (EMBA) in Finance". This qualification aligns with the program's content and learning outcomes. According to the Georgian legislation qualification will be awarded in case of completion of at least 60 credits of the educational program.

The total credit volume of the EMBA in Finance program is 70 credits, out of which 62 credits are envisaged for the mandatory study courses (including Project with 6 credits) and 8 credits – for optional training courses. The program does not include the preparation and defense of a master's thesis. The program's structure is logically organized, with teaching components systematically developed to ensure coherent progress. Admission prerequisites to subsequent components are defined correctly, for the most part, ensuring the program's integrity and logical content development.

However, the educational program does not provide mandatory practice for the program students. The master's Program in finance must include professional practice as a mandatory course to comply with the Subject Benchmark Statement of Finance (which determines the minimum requirements of learning outcomes necessary for awarding the qualification, teaching-learning and evaluation methods and other essential characteristics). The Subject Benchmark Statement of Finance establishes that the professional practice component of educational Programs in Finance should be at least 5 (ECTS) credits. Although admission to the program requires 5 years of professional experience, the program does not specify that the applicant must have this professional experience in the field of finance. This entry in the program further increases the importance of practice in the field of finance for the program graduate. Employers also mentioned during the interview that having more practical skills would be better for university graduates.

To ensure achievement of the program outcome (critically analyzes modern financial systems, corporate finance, risks and investments, financial management, and strategies) and attain the aim of the program (to deepen the modern theoretical knowledge of the disciplines of the financial field and to strengthen practical skills in the following areas: financial system, financial market, financial strategy, financial management and operations, financial technologies and thereby prepare an internationally competitive professional in finance) the curriculum of the finance program should include mandatory study courses in the field that will provide the student with in-depth knowledge of the financial system (financial institutions, financial regulations). Topics concerning the financial institutions are covered minimally in various courses and financial regulation is not taught at all within the program.

Accordingly, new training courses should be introduced, within the framework of which the student will study in depth the financial institutions and regulations. Some training courses from the component of optional subjects may be transferred to the component of mandatory subjects (for example, Commercial Banking). Since the program is new and has not yet been implemented, the experts believe that the above changes can be easily introduced to the program.

Description and Analysis - Programme 3 (English Language Executive Master of Business Administration in Management)

The Executive Master Programme of Business Administration in Management at the British University in Georgia has been designed according to the HEI's Methodology of planning, formulating and developing educational programs. The program's content, volume, and complexity are appropriately aligned with the second cycle of education, corresponding to an executive master's degree. The structure and content of the program ensure it meets the qualification "Executive Master of Business Administration (EMBA) in Management". This qualification aligns with the program's content and learning outcomes. According to the Georgian legislation qualification will be awarded in case of completion of at least 60 credits of the educational program.

The total credit volume of the EMBA in Management program is 70 credits, out of which 62 credits are envisaged for the mandatory study courses (including Project with 6 credits) and 8 credits – for optional training courses. The program does not include the preparation and defense of a master's thesis. The program's structure is logically organized, with teaching components systematically developed to ensure coherent progress. Admission prerequisites to subsequent components are defined correctly, for the most part, ensuring the program's integrity and logical content development. However, experts suggest that since admission to the program is open to an applicant with a bachelor's degree in any field and 5 years of professional experience (working area is not specified), students may not be able to learn some courses.

In particular, Financial Management and Strategic Decision Making is a training course study that requires specific knowledge from the student as a prerequisite, without which it will be difficult to accomplish the subject. The experts suggest that the mentioned course should not be taught in the program as a compulsory subject and better to move it to the optional subjects component. Instead, the elective course Entrepreneurial Finance should be moved to the list of mandatory courses.

Evidences/Indicators

- o Self-evaluation report;
- o Programs' documents and syllabuses;
- o Site visit interviews.
- o Web-site of British University in Georgia

General recommendations of the cluster: None

General suggestion of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s):

- It is recommended to review the uniform credits allocation among the courses of the Executive Master's Program of Business Administration in Finance so that the number of credits in the syllabuses corresponds to the total workload of the subject.
- It is recommended to add a compulsory component of professional practice with at least 5 (ECTS) credits to the program to strengthen the practical skills of the students.
- It is recommended to move an Academic Writing/ Academic English course from the component of the optional subjects to the component of the mandatory subjects and it should be defined as a prerequisite of the MA thesis together with other mandatory subjects.
- It is recommended to transfer the Public Law study course from the elective course component to the component of the mandatory courses, since knowledge of the rights, obligations, and legal mechanisms available to citizens and public officials within the Georgian legal system is essential for program graduates.

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s):

- It is recommended to add professional practice with at least 5 (ECTS) credits to the program as a mandatory course to comply with the Subject Benchmark Statement of Finance (which determines the minimum requirements of learning outcomes necessary for awarding the qualification, teaching-learning and evaluation methods and other essential characteristics).
- It is recommended to introduce new mandatory training courses that will provide the student with in-depth knowledge of the financial system (financial institutions, financial regulations) to ensure achievement of the program aim and outcome. Some training courses from the component of optional subjects may also be transferred to the component of mandatory subjects (for instance, Commercial Banking).

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Suggestion(s):

- It is suggested that since admission to the program is open to an applicant with a bachelor's degree in any field and 5 years of professional experience (working area is not specified), students may not be able to learn some courses. In particular, Financial Management and Strategic Decision Making is a training course that requires specific knowledge from the student as a prerequisite, without which it will be difficult to accomplish the subject. It is suggested to move this training course from the mandatory to the optional subjects

component. Instead, transfer of the elective course Entrepreneurial Finance to the list of mandatory courses.

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

1.5. Academic Course/Subject

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

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

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

The goals, learning outcomes, evaluation systems, teaching-learning methods, content and mandatory and supplementary literature of the study courses are given in the syllabuses of the programs grouped in the cluster. The credit load of the subjects mostly varies, depending on the total subject workload for the most part. The only exception is the English-language graduate education program in Public Policy and Administration, where every subject is awarded equal 5 credits. The allocation of contact hours and independent study is rational. The contact hours (lectures, Seminar / Group Work/Practical Work/Research Work) are sufficient to support students' learning and achievement of learning outcomes.

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

However, the content of a few study courses and accordingly the learning outcomes of the subjects require to be modified to meet the teaching-level standards (see descriptive analysis of the relevant programs below).

Mandatory literature indicated in some study course syllabuses needs also to be updated to reflect the latest advancements in the field and provide students with updated knowledge.

Description and Analysis - Programme 1 (English-language graduate education program - Public Policy and Administration)

The credit load of all subjects in the English-language Master's degree program in Public Policy and Administration is the same and amounts to 5 (ECT) credits, which raises the suspicion that credits are assigned to subjects without considering the total subject workload. However, as already mentioned in the descriptive part of Standard 1.4, during the interviews conducted within the scope of the site visit, academic and visiting staff stated that they are granted full academic freedom by the university/faculty administration and they decide how many credits a particular course should have.

The allocation of contact hours and independent study is rational. The contact hours (lectures, Seminar /Practical Work) are sufficient to support students' learning and achievement of learning outcomes. The program does not include mandatory courses of Practice/Internship in Organization. Learning outcomes, goals, evaluation system, teaching-learning methods, content and used literature of the training course are given in the syllabuses. The learning outcomes of the study courses of the educational program comply with the learning outcomes of the program. Content of the academic subjects of the main field of study ensures achievement of the learning outcomes of the program. The achievement of each learning outcome of the study course is evaluated.

It is important to mention that the majority of the course syllabi do not include a midterm exam. Students are evaluated only through various midterm activities and a final examination. Different evaluation forms, methods, and criteria (argumentative essay, presentation, case study, project, etc.) are outlined in the syllabuses to evaluate learning outcomes. These vary based on the content, goals, and outcomes of a specific course. In most subjects, the minimum competency threshold for the final exam is set at 50% of the maximum grade, which is relatively high. Nevertheless, this standard is applicable at the master's level.

The required reading material indicated in the syllabuses is mainly based on the current achievements of the field and ensures the achievement of the learning outcomes of the program. However, in certain syllabuses, the main literature is outdated (for instance: Democratic Governance and Accountability, Reforms and Strategy of Economic Development, etc.), even though up-to-date literature is also included alongside the older materials.

Description and Analysis - Programme 2 (English Language Executive Master of Business Administration in Finance)

The credit load of the subjects in the English Language Executive Master Program of Business Administration in Finance varies between 4 to 6 ECTS credits, depending on the total subject workload. The allocation of contact hours and independent study is rational. The contact hours (lectures, Seminar/Practical Work) are sufficient to support students' learning and achievement of learning outcomes.

Learning outcomes, goals, evaluation system, teaching-learning methods, content and used literature of the training course are given in the syllabuses. The learning outcomes of the study courses of the educational program comply with the learning outcomes of the program. The achievement of each learning outcome of the study course is evaluated. Content of the academic subjects of the main field of study ensures achievement of the learning outcomes of the program for the most part. However, the content of some study courses (Introduction to Modern Finance, Financial Accounting, International

Finance and Global Financial Markets) corresponds more to the undergraduate level and requires updates to meet graduate-level standards. Some learning outcomes in these syllabi should also be revised to align them with the master level.

It is important to mention that the syllabuses of the study courses do not include midterm and final exams. Students are evaluated only through various midterm activities (maximum 65 points) and a final project (maximum 35 points). Different evaluation forms, methods, and criteria (argumentative essay, presentation, case study, project, etc.) are outlined in the syllabuses to evaluate learning outcomes. These vary based on the content, goals, and outcomes of a specific course. In all mandatory subjects the minimum competency threshold for the midterm assessment is set at 21 points out of 65, while the minimum competency threshold for the final exam is set at 20 points out of 35, which is relatively high. Nevertheless, this standard is applicable at the executive master's level. The syllabuses outline the assessment criteria for the final project, but it does not provide information regarding the project's content. How is the project chosen? What areas should the student concentrate on? What format should the paper follow? Which sources are recommended for reference during the project? What is the required length of the paper? The syllabus fails to address these and other related questions.

The required reading material indicated in the syllabuses is mainly based on the current achievements of the field and ensures the achievement of the learning outcomes of the program.

Description and Analysis - Programme 3 (English Language Executive Master of Business Administration in Management)

The credit load of the subjects in the English Language Executive Master Program of Business Administration in Management varies between 4 to 6 ECTS credits, depending on the total subject workload. The allocation of contact hours and independent study is rational. The contact hours (lectures, Seminar/Practical Work) are sufficient to support students' learning and achievement of learning outcomes.

Learning outcomes, goals, evaluation system, teaching-learning methods, content and used literature of the training course are given in the syllabuses. The learning outcomes of the study courses of the educational program comply with the learning outcomes of the program. The achievement of each learning outcome of the study course is evaluated. Content of the academic subjects of the main field of study ensures achievement of the learning outcomes of the program for the most part. However, the content and title of certain courses need to be more aligned. For instance:

- The study course Leadership and Organizational Design covers minimal leadership topics and concentrates more on organizational design and organizational leadership. However, the syllabus states that upon completing the course, "the student demonstrates leadership competence" (6th outcome). Additionally, the mandatory literature mentioned in the syllabus does not correspond with the course content or cover topics mentioned in the syllabus.
- All topics of the subject "Marketing and Brand Strategy" are about branding. It can be said that this is a Brand Management course. However, since the subject title is Marketing and Brand Strategy, it should cover general marketing concepts as well. The outcomes of the course also should be modified to ensure that the knowledge and skills in marketing are effectively represented in the results.

It is important to mention that the syllabuses of the study courses do not include midterm and final exams. Students are evaluated only through various midterm activities (maximum 65 points) and a final project (maximum 35 points). Different evaluation forms, methods, and criteria (argumentative essay, presentation, case study, project, etc.) are outlined in the syllabuses to evaluate learning outcomes. These vary based on the content, goals, and outcomes of a specific course. In all mandatory subjects the

minimum competency threshold for the midterm assessment is set at 21 points out of 65, while the minimum competency threshold for the final exam is set at 20 points out of 35, which is relatively high. Nevertheless, this standard is applicable at the executive master's level. The syllabuses outline the assessment criteria for the final project, but it does not provide information regarding the project's content. How is the project chosen? What areas should the student concentrate on? What format should the paper follow? Which sources are recommended for reference during the project? What is the required length of the paper? The syllabus fails to address these and other related questions.

The required reading material indicated in the syllabuses are mainly based on the current achievements of the field and ensure the achievement of the learning outcomes of the program. However, in certain courses, the mandatory readings should be updated to better match the course content (Leadership and Organizational Design, Marketing and Brand Strategy, Developing World Class Human Resources, etc.).

Evidences/Indicators

- ○ Self-Evaluation report
- ○ Programs' documents and syllabuses
- ○ Site visit interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s):

- It is recommended to revise the content of some study courses (Introduction to Modern Finance, Financial Accounting, International Finance and Global Financial Markets) so that it corresponds to the master level and provides the student with the appropriate level of knowledge and skills. Learning outcomes of these courses should also be revised to comply with the master level.

- It is recommended that detailed information regarding the content of the Final Projects be added to the syllabuses. Information about project selection, areas the student should concentrate on, the format the paper should follow, recommended sources for reference, the required length of the paper, and other such topics should be added to the syllabuses.

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s):

- It is recommended to align the titles and content of certain training courses (Leadership and Organizational Design, Marketing and Brand Strategy). The learning outcomes of these training courses should also be revised to ensure that the course content facilitates their achievement
- It is recommended to revise the mandatory literature provided in the syllabuses (Leadership and Organizational Design, Marketing and Brand Strategy, Developing World Class Human Resources) to ensure consistency with the course material and to encompass the topics indicated in the syllabuses.

- It is recommended that detailed information regarding the content of the Final Projects be added to the syllabuses. Information about project selection, areas the student should concentrate on, the format the paper should follow, recommended sources for reference, the required length of the paper, and other such topics should be added to the syllabuses.

Suggestion(s): None

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Public Policy and Administration, MA, Level 7)	☐	**X**	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	**X**	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	**X**	☐	☐

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.

Based on the presented documents, the self-evaluation report, and on-site interviews, it is evident that the programmes grouped in the cluster have admission prerequisites that comply with legislation and the educational level, and these are publicly accessible. Admission conditions and other relevant information related to master's programmes are published on the websites of the National Assessment and Examinations Center and the university. The planning of the student body is carried out in accordance with the university's established rules for determining student quotas. In accordance with the legislation, it is also provided for the possibility of enrolling in the university on the basis of mobility and without the unified national exams.

The admission conditions and procedures are transparent; however, it would be preferable if the university's website included more comprehensive information about the overall learning process and various regulatory procedures. For example, a separate section for legal acts could be created, making the university's academic processes and general operations even more transparent and the information more easily accessible.

Description and Analysis - Programme 1 - Public Policy and Administration

The right to study in the Public Policy and Administration programme is granted to individuals with a bachelor's or equivalent academic degree who are admitted to the master's programme based on the results of the Unified Master's Examinations and internal university examinations. After successfully passing the Unified Master's Examinations, candidates register for the internal university examinations at the British Teaching University, which include an interview with the selection committee and an English language proficiency test.

The evaluation criteria and the topics for the interview (oral exam) are published on the university's website one month in advance. The test is scored out of a maximum of 60 points, with a minimum passing threshold of 60%, equivalent to 36 points, while the interview is scored out of a maximum of 40 points, with a minimum threshold of 20 points. The evaluation criteria are detailed in the document titled **Admission Requirements and Evaluation Criteria for the Programme**.

Description and Analysis – Programme 2- Executive Master of Business Administration in Finance **and Programme 3 -** Executive Master of Business Administration in Management

The **English-language Executive Master's Programme in Finance** and the **English-language Executive Master's Programme in Management** in Business Administration are both delivered in English. Admission prerequisites for both programmes include holding a bachelor's degree or an equivalent academic qualification and at least five years of professional experience in the field of management/administration.

Candidates are admitted to the programmes based on university examinations (as described in the first programme's overview), and for these two programmes as well, the evaluation criteria are detailed in the document titled **Admission Requirements and Evaluation Criteria for the Programme**.

It should be noted that the requirement of five years of professional experience might have a counterproductive effect on attracting candidates. Therefore, we believe that the programme should set a lower minimum threshold for experience, for example - "at least two years." This is because two years of experience in a specific organization and position might be more effective and comprehensive than five years of experience in another company. Additionally, the experience should be recent, without significant gaps.

As for the document "Requirements for admission to the program and evaluation criteria", it is presented as a simple supporting document, which may not be justified, and it is better if this document has an official form - for example, in the form of an order from the rector, an order from the head of administration, or at least, it should officially represent the program Appendix.

Based on all of the above, we can conclude that the prerequisites for admission to the programs largely meet the requirements, however, the gaps need to be corrected. This implies: for all programs – to ensure that the "Admission Requirements and Evaluation Criteria for the Programme" is in an official format. For the second and third programs – instead of requiring 5 years of work experience as an admission prerequisite, to specify a minimum amount of experience.

Evidences/Indicators

- SER
- Panel interviews and Site Visit
- Programs
- Admission Requirements and Evaluation Criteria for the Programs
- https://britishuni.edu.ge/ka/

General recommendations of the cluster: It is recommended that, the "Admission Requirements and Evaluation Criteria for the Programme" should have the form of an official regulatory document.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

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

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

Based on the submitted documentation, self-evaluation report, and on-site interviews, it has been established that all three programs within the cluster are focused on enhancing students' practical and research skills in line with the learning outcomes. The program's components are specifically designed to foster and develop these skills, utilizing both university resources and partner organizations with which relevant memorandums of understanding have been established. During the research component process, students are supported by qualified academic and visiting staff with the necessary research experience.

It is important to highlight that all three programs are designed to help students develop skills such as communication, academic integrity, and autonomy, in line with the learning outcomes and level, enabling them to apply their knowledge independently in practice when solving problems. In addition to the curricular components, the university offers various extracurricular activities to further enhance students' research and practical skills, for example - Japanese language and a book club. This aslo helps students develop transferable skills. Moreover, the student and alumni relations office consistently informs students about local and international conferences and projects.

The practical component in the programmes is presented in the form of integrated practical elements within individual courses. However, the university does not offer internships as a mandatory component in the traditional sense, which is not entirely justified. A recommendation regarding this was provided in the 1.4. The university has the resources for this, based .on its numerous partnerships.

The development of research skills is supported by the master's thesis (in the Public Policy and Administration programme) and the project (in the other two programmes), both aimed at helping students systematize the theoretical knowledge acquired within the programme and combine it with practical experience. The project is carried out in accordance with the university's established regulations for completing a master's thesis/project. The university has a policy in place to uphold academic integrity, prevent and detect plagiarism, and respond accordingly. This information is provided to students by the Institute for Research and Policy Development and the faculty. Additionally, students' written assignments and projects are screened through anti-plagiarism software.

It is noteworthy that two of the presented programs are entirely new and have not yet enrolled students, while the Public Policy and Administration program has been in existence for two years. Therefore, scientific activities within these programs are still limited. However, since 2022, several training courses and two international conferences have been held, in which students from the English-taught Business and Management undergraduate program participated, alongside students from other programs. The university plans to organize numerous activities, conferences, and workshops within the scope of the presented master's programs in the future. The university also supports students in participating in exchange programs and provides funding opportunities.

Evidences/Indicators

- o SER
- o Site Visit
- o Educational programs
- o Syllabi of the courses
- o Memoranda of cooperation

- o   Regulations for completing a master's thesis and project
- o   The Rule for Ensuring Academic Integrity, Preventing, Detecting, and Responding to Plagiarism

General recommendations of the cluster:

General suggestions of the cluster: It is suggested, the scientific component should be strengthened, with more activities and events planned, including active student participation.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

   Recommendation(s):

   Suggestion(s):

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s):

   Suggestion(s):

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s):

   Suggestion(s):

Evaluation

Component 2.2. The Development of practical, scientific/research/creative / performing and transferable Skills	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

2.3. Teaching and Learning Methods

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

According to the submitted documents, the self-evaluation report, and on-site interviews, it has been concluded that the courses in the educational programs utilize teaching and learning methods and activities specifically designed for their thematic content. These methods are consistent with the course level, objectives, and content, ensuring that the learning outcomes stated in the syllabus are met. Furthermore, the use of these methods collectively contributes to the overall achievement of the broader learning outcomes established by the programs.

The university creates individual study plans to meet students' diverse needs, special educational requirements, and academic backgrounds, ensuring their smooth participation in the learning process. These plans include flexible schedules, appropriate teaching methods, and individual consultations with lecturers.

To achieve the goals of the course, the educational program employs a combination of lecture and seminar methods. The lecture and tutorial serve to deepen and reinforce the knowledge gained during the lectures.

The following activities are used in lectures and tutorials:

- Verbal (oral) communication
- Brainstorming
- Discussion/debates
- Case studies
- Explanations/clarifications
- Communicative work
- Written work
- Group (collaborative) work; cooperative learning; teamwork
- Working with textbooks
- Role-playing and situational games
- Demonstration method
- Guided learning
- Group discussions
- Visual presentation methods
- Task preparation
- Action-based learning
- Cooperative learning
- Small volume tests

It is noteworthy that the university has developed a policy for distance/electronic and blended learning/teaching administration, aimed at ensuring the continuation of the educational process in the event of a pandemic or other objective circumstances.

In line with the above, each program outlines the methods used to achieve the course objectives, with a focus on student-centered learning principles.

Evidences/Indicators

- SER
- Site Visit
- Educational programs
- Syllabi of the courses

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Evaluation

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

Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

2.4. Student Evaluation

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

Students are evaluated in several ways. They are evaluated through midterm exam(s), final exams. Total score for them to gather is 100 points. The minimum point that students can get is 51 in order to pass the subject.

Criteria for evaluation is following:
91-100 points -excellent (A)
81-90 points -very good (B)
71-80 points - good (C)
61-71 points -satisfactory (D)
51-60 points - sufficient (E)

There are two types of negative evaluation. One is when students get points between 41-50, which means that they failed but they have a chance to take a make-up exam. But if students get points lower than 41 they are not allowed to take a make-up exam and they need to retake a course or a subject.

As for the Master's Thesis students are given assessment criteria in their syllabi. Students are evaluated by their supervisor, reviewer and the commission of the Thesis defense.

Students' papers are checked on plagiarism and in case of plagiarism the supervisor may not assess the student's work. Students can appeal the lecturer's decision. However, students have only two days to appeal their results.

Evidences/Indicators

- o Interview with the students
- o Interview with the program directors
- o Syllabi of the subjects

General recommendations of the cluster: NONE

General suggestions of the cluster: NONE

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Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

   Recommendation(s): None

    Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Evaluation of Programme Mastering				
Programme 1 (Public Policy and Administration, MA, Level 7)	X	□	□	□
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	□	□	□
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	□	□	□

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.

During the visit at British Teaching University in Georgia we had a chance to meet different stakeholders. Based on the documents and interview results it can be said that students were involved in the process of working on the self-evaluation report. Students mentioned that there were meetings so that students could share their suggestions too.

From the beginning, freshmen students have introductory meetings where they are introduced about the details about the university, services that they can use. Students have an opportunity to assess the lecturers and the subjects through questionnaires which are sent to them and they are anonymous. Students also use a portal CANVAS where they can see the materials they need for the lecture. Though, students are not able to see the grades (midterm grades) on the platform.

Students are aware of the appealing process but during the interview they mentioned that they have never had a need to appeal their results since their results are double checked. It should be mentioned that after receiving grades students have only two days to appeal their exam results. Students can use consultancy hours whenever they need any additional support from the lecturers and they also have fixed schedules for meetings. What's more, every student has a mentor, who helps them in every aspect that they may need in their studies.

Students have access to the library and the materials they need outside of the university building too. As for the conferences, students are informed about them by lectures and they participate actively. Students can also use scholarships. They have to write a statement and it will be discussed after that.

University has active communication with their alumni. They have an Alumni Relations Department which ensures active communication with alumni. University has communication with the employers as well and takes into account their feedback.

Evidences/Indicators

- Interview with the students
- Interview with Alumni
- Self-evaluation report

General recommendations of the cluster: None

General suggestions of the cluster:

•It is suggested university to have a student portal that provides students with more detailed information, such as: exam grades, midterm grades, tuition fees, certificate request.

•Students should be given more than 2 days for appealing their exams grades.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

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.

Students choose the topic they like for their thesis and the supervisor too and then it will be approved by the faculty council. University has specific regulations for supervisors and when students choose the lecturer as their supervisor, the lecturer's experience and qualifications should be in accordance with the requirements. According to the regulations of the university, students can choose more than one supervisor.

While working on their thesis, students have regular meetings with their supervisors and they can use consultancy hours as well whenever they need. During the courses students cover subjects that help them gain necessary skills for thesis writing, such as research skills.

Description and Analysis - Programme 1 (Public Policy and Administration, MA)

Data related to the supervision of master's/doctoral students Programme 1 (name, level)[7]	
Number of master's/doctoral theses supervisors	**29**
//Number of doctoral thesis supervisors	**N/A**
Number of master's students	**15**
//Number of doctoral students	**N/A**

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

Ratio - supervisors of master's theses/master's students	**N/A**
Ratio - supervisors of doctoral theses/doctoral students	**N/A**

Evidences/Indicators

- Interview with students
- Interview with program directors
- Self-Evaluation Report

General recommendations of the cluster: NONE

General suggestions of the cluster: NONE

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Based on the submitted documentation, personal files (CV-s, diplomas), self-evaluation report, and on-site interviews, it is evident that the program heads are skilled professionals in their respective fields.

They possess the knowledge and skills necessary for program development and are directly involved in its implementation. The program heads oversees the program's development and implementation using internal evaluation mechanisms.

Furthermore, the academic and invited staff involved in the programs are qualified professionals who participate in accordance with Georgian legislation and the university's internal regulations. They possess the competencies essential for achieving the program's learning outcomes. Their number and workload, which include consulting hours with students, are sufficient to ensure the effective delivery of the educational process outlined in the program.

The university has established a detailed semester workload scheme for academic and invited staff engaged in the clustered programs, facilitating monitoring of their workload. Additionally, the university has implemented a mechanism for evaluating the performance of academic and invited staff, which outlines their annual obligations in teaching and research activities, aligned with their positions. Their responsibilities are defined by the university's rules and detailed in employment contracts for academic staff.

The administration of the programs is managed by the Faculty of Social Sciences. The qualifications of the administrative and support staff align with their functions, as verified by their personal files and job descriptions.

Description and Analysis - Programme 1 - The Master's Program in Public Policy and Administration

The Master's Program in Public Policy and Administration is led by an affiliated associate professor with 20 years of diverse professional experience in senior positions within public institutions, local and international non-governmental organizations, and political organizations.

The Master's Program involves 29 academic and invited staff, including 13 academic and 16 invited personnel. The university uses a methodology for determining staffing needs, meeting the 40%/60% academic-to-invited staff ratio for 2022-2024, ensuring the program's sustainability.

Programme 1 Master's Program in Public Policy and Administration				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	29	29	5	10
- Professor	2	2	1	1

-Associate Professor	11	11	2	9
- Assistant-Professor	1	1	-	-
- Assistant	-	-	-	-
Invited Staff	16	16	2	_
Scientific Staff	-	-	-	_

Description and Analysis - Programme 2- Master of Business Administration in Finance

The program is implemented by academic (professors, associate professors, assistant professors) and invited staff who, in addition to professional experience in their field, also possess significant teaching expertise. Their qualifications meet the legal requirements and the qualification standards of the British University. Specifically, the program involves 12 staff members, including 6 academic and 6 invited personnel.

Programme 2 Master of Business Administration in Finance				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	12	12	5	3
- Professor	1	1	1	1
- Associate Professor	4	4	3	2
- Assistant-Professor	1	1	-	-
- Assistant	-	-	-	-
Invited Staff	6	6	1	_
Scientific Staff	-	-	-	_

Description and Analysis – Programme 3 Master of Business Administration in Management

The program is implemented by academic (professors, associate professors, assistant professors) and invited staff who, along with professional experience in their field, possess significant pedagogical expertise. Their qualifications align with legal requirements and the qualification standards of the British University. Specifically, the master's program involves 11 staff members, including 4 academic and 7 invited personnel

Programme 3 Master of Business Administration in Management				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	11	11	2	2
- Professor	1	1	1	1
- Associate Professor	2	2	1	1
- Assistant-Professor	1	1	-	-
- Assistant	-	-	-	-
Invited Staff	7	7	-	_
Scientific Staff	-	-	-	_

Based on the analysis of the above information, it is evident that the university prioritizes employing young, motivated professionals, which is commendable. However, to enhance the quality and efficiency of the educational process and ensure the sustainability of the program, the following steps should be taken:

1. **Balance between Academic and Invited Staff:** The ratio of invited to academic staff should favor academic personnel. The number of invited staff should not significantly outweigh that of university-affiliated academic staff.
2. **Increase in Affiliated Academic Staff:** The number of affiliated academic personnel should be increased.
3. **Recruitment of New Staff:** New professionals should be recruited to ensure a balanced distribution of courses. Assigning multiple courses to a single lecturer can negatively affect both students' learning experience and the lecturer's workload.
4. **Addressing Previous Accreditation Recommendations**: The recommendation from the previous accreditation process to increase the number of staff with doctoral degrees has been partially implemented. However, further efforts are needed to expand the university's academic staff with qualified individuals holding doctoral degrees.

Taking these steps will contribute to maintaining and improving the overall quality of the educational process.

Evidences/Indicators

- SER
- Site Visit
- Educational Programs with annexes
- Personal files of academic and invited staff implementing the program

- Syllabi of the courses
- Workload of personnel engaged in program implementation;
- Staff functions - regulations of the Faculty of Social Sciences, job descriptions, sample contracts.

General recommendations of the cluster: It is recommended to undertake the following actions:

1. The ratio of invited to academic staff should favor academic personnel.
2. The number of affiliated academic personnel should be increased.
3. New professionals should be recruited to ensure a balanced distribution of courses.
4. Additional measures should be taken to enhance the university's academic staff by recruiting qualified professionals with doctoral degrees.

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐

Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	☐	X	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	☐	X	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

The programs submitted for evaluation, a master's thesis, are defined by the Public Policy and Administration program, while the Executive Master of Business Administration in Finance and Executive Master of Business Administration in Management deliver 'Project' as a component. The expert group requested a document defining the requirements for the master's thesis supervisor, as well as the syllabus of the "Project" component. It was noted during the interviews that the thesis supervisor must be qualified and have research experience and publications in the relevant field. In the case of "Project", practical experience is a priority. The technical part of any research work is based on the document "Instructions for the implementation of the work/project and technical characteristics", which was approved by the decision of the Representative Council of November 22, 2023, 03/12. The approval of the supervisor and other procedural issues is based on the Master's Project Execution Guide document.

Also, institution provided additionally to the argumentative report the resumes of the potential supervisors of the master's thesis, on the basis of which the data of potential supervisors were re-evaluated and the table of the component was fulfilled.

Programme 1 (Public Policy and Administration, MA, Level 7)[8]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**11**	**8**	**7**
- Professor	2	2	2
- Associate Professor	7	7	7
- Assistant-Professor			
Invited Staff	2	1	_
Scientific Staff			_

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[8] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[9] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Description and Analysis - Programme 1 (Public Policy and Administration, MA, Level 7)

The Master's project supervisor assists the student in developing the research project, selecting sources, defining the research problem, formulating research questions and hypotheses, and provides general guidance on current challenges in the field and how to conduct research in the corresponding area.

The supervisor writes the conclusion of the project's implementation and determines when the completed project will be submitted to the reviewer. The project supervisor ensures that the student is informed about the Master's project assessment criteria and introduces the "Master's Thesis/Project Execution Guidelines and Technical Characteristics" of the British University, which the project must comply with.

The requirements for the supervisor of the Master's thesis are not in the submitted documentation.

During the interview process, it was noted that the scientific supervisor can be an academic or visiting staff of a British university, that potential supervisors of Master's theses have modern knowledge, in many cases, have advanced qualifications abroad and are successful professionals in terms of career. The personal files of the persons involved in the implementation of the program were checked by the expert group, since the institution did not specifically provide a list of potential Master's or project supervisors. It turned out that in some cases incomplete information is provided: or publications are not indicated, or the academic standard is violated when indicating them.

Given the specifics and development of the field, potential scientific supervisors have actively participated in scientific research and have published scientific papers that correspond to the program direction. It is noteworthy that the defense of the master's thesis on the Public Policy and Administration program has not yet been carried out.

Evidences/Indicators

- Educational programs;
- Personnel personal files;
- Self-evaluation report;
- Master's Project Execution Guide;
- Thesis/project execution instructions and technical specifications;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster:

It is desirable that the relevant structure of the institution focus on organizing the personal files of the personnel in order to fully reflect the information

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s):

● It is advisable for the university to develop transparent qualification requirements for the requirements of the scientific supervisor/co-supervisor, which correspond to the requirements of the master's level and reflect the specifics of the program and best international practice.

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

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.

Based on the materials submitted for evaluation and the results of the interviews conducted during the accreditation visit, it was determined that the British University in Georgia has developed a procedure for evaluating the scientific research and professional activities of its staff, the purpose of which is to promote the growth of the productivity of scientific and educational activities, the improvement of personnel qualifications and professionalism. In order to support research activities, the Institute for Research and Policy Development was established at the university. In the beginning of each academic year, on the basis of an individual agreement with academic and affiliated personnel, the Institute develops an individual plan for the scientific research and professional activities of the staff. At least once during each academic year, the aforementioned institute monitors the implementation of individual plans in order to identify and support additional needs of academic personnel. Academic staff are obliged to submit a report on the implementation of the individual plan for scientific and research activities at the end of the academic year. The professional activities of invited personnel are assessed based on the professional activity assessment report. Invited staff must submit a report on the performance of professional activities at the end of each academic year. The results of the semester and annual evaluation of academic and invited staff are sent by the Quality Assurance Service to the Dean of the Faculty, the Program Director, and the Human Resources Management Service for response. The analysis of the evaluation of scientific and research activities is submitted by the Institute for Research and Policy Development to the Deputy Rector and the Human Resources Management Service for further response. It is also sent to the Quality Assurance Service for familiarization. The operation of the above-mentioned rule was confirmed during the interview process.

The British university also evaluates the academic performance of academic and invited staff every semester using appropriate questionnaires, namely: evaluation of academic and invited staff by the Dean according to pre-developed criteria; evaluation of academic and invited staff by the Program Director according to pre-developed criteria; Academic and visiting staff are evaluated according to criteria developed in advance by the student. The semester evaluation is calculated by the arithmetic average of the evaluations received by each party. For the purpose of the annual evaluation of academic and visiting staff, the results of the semester evaluation are analyzed in dynamics. In order to monitor and evaluate this issue, the Dean of the Faculty is responsible for planning a response to the research results and implementing activities.

The evaluation results are used for the professional development of academic, scientific and visiting staff and when using personnel promotion and incentive mechanisms. The self-evaluation report is accompanied by information on research grants and events, through which the University promotes the participation of academic staff involved in the program, including master's supervisors, in international projects, research and conferences. In addition, training and workshops to improve qualifications are planned and implemented together with the partner University of Buckingham.

The necessary conditions have been created at the University to facilitate the implementation of research activities by academic, scientific and/or invited personnel.

Evidences/Indicators

- o   Individual work plans of academic and visiting staff;
- o   Analysis of reports on the implementation of individual work plans of academic and visiting staff;
- o   Student survey forms;
- o   Self-assessment report;
- o   Interview results;
- o   University website.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

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.

In order to verify the material resources required for the implementation of educational programs grouped in the cluster, the expert group inspected the university infrastructure during the visit. The information provided in the self-assessment report is consistent with the actual situation. The programs are provided with library, material, laboratory, information and digital resources, which quantitatively and qualitatively ensure the achievement of the goals and learning outcomes of the educational programs grouped in the cluster.

The university takes care of updating the library, material, information and digital resources of the program. Literature in the syllabi is revised every semester and updated literature is purchased. The program's teaching materials for new programs are presented in the library, except for several books for which a request for purchase has been sent. The supply of literature is provided by the University of Buckingham. The institution presented an agreement on the purchase of books between, on the one hand, English Book Education LLC and the university, according to which the purchased products should be delivered by December 20, 2024. The expert group requested the mandatory literature specified in the syllabus and other educational materials (including those on electronic media), which were provided. Students also have access to modern scientific periodicals, digital resources, and separate international electronic library databases, which allow them to familiarize themselves with modern scientific data in the relevant field to achieve the learning outcomes of the program. Since January 2024, the British university has begun cooperation with the TSU National Scientific Library. Students and staff have the opportunity to access scientific databases such as: Cambridge Journals Online, e-Duke Journals Scholarly Collection, Edward Elgar Publishing Journals and Development Studies e-books, SAGE Journals, Royal Society Journals Collection from any location they wish. In addition to the above-mentioned databases, students and staff of the university can use open access international scientific databases (JSTOR; EBSCO; Science Direct; Duke Press; Open Edition; Science Open; DOAB; DOAJ; Thomson Reuters; Sage Journals; SSRN; BASE; ERIC; JURN). However, during the accreditation visit, it turned out that the university does not have access to such advanced scientific electronic databases as SCOPUS, WEB OF SCIENCE, ECONLIT, etc. They have applied to the relevant agency in Georgia several times regarding the above-mentioned scientific electronic databases, but to no avail. Material, laboratory, information and digital resources are freely available to students and staff. Students are informed about the possibility of using existing resources and the rules for using them. Information about library resources is provided at the beginning of the academic year. Information is also posted on the university website.

In addition to the academic auditorium space, the university has student spaces where students can carry out both individual and group work. The library, laboratories and auditoriums are equipped with appropriate technical facilities, which creates the opportunity to use modern teaching and learning methods.

The university has well-equipped support space, an uninterrupted power source, and Internet access in all spaces, which creates a continuous and desirable environment for teaching and learning. Monitors and projectors are also available in the auditoriums. This system allows students and staff to securely communicate remotely and obtain and receive necessary information related to teaching and learning. The university has a bilingual website - Georgian and English. The website contains all the necessary information. The university has started implementing the Canvas electronic learning management system in the spring of 2023.

Description and Analysis - Programme 1 (**Public Policy and Administration, MA, Level 7**)

The overview of the mentioned component for a specific program extends to the information of the general part of the description. The institution has created material and resource prerequisites for quality implementation of the program.

Evidences/Indicators

- ○ Evidence;
- ○ Self-assessment report;
- ○ Results of the inspection of the material and technical base;
- ○ Results of the interview.

General recommendations of the cluster: None

General suggestions of the cluster:

It is desirable for the university to find ways to ensure access to highly rated electronic scientific databases.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Evaluation

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

Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

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.

The program budget is drawn up in a unified format and its articles are generalized. The budgets do not specify the costs of student activities, their conferences; the costs of purchasing electronic databases, as well as program administration; the costs of printing and publishing personnel qualification improvement works, raising the program's awareness (in Georgia and abroad), etc. During the interview process with the university administration and the self-assessment group, a question was asked regarding the budget formulation process and its approval. The manager of the Finance Department noted that the needs are examined with the administrative units and the budget is written out in the appropriate form. The expert group requested information according to the specified budget articles. It was determined that the allocation of financial resources for the program provided for in the budget is economically feasible and ensures the sustainability of the program.

It is noteworthy that only the income from tuition fees is recorded in the revenue section of the budget.

Description and Analysis - Programme 1 (Public Policy and Administration, MA, Level 7)

Program budget for first year is 180,000.00 GEL. The program budget is drawn up in a unified format and its articles are generalized. The budgets do not specify the costs of student activities, their conferences; the costs of purchasing electronic databases, as well as program administration; the costs of printing and publishing personnel qualification improvement works, raising the program's awareness (in Georgia and abroad), etc. During the interview process with the university administration and the self-assessment group, a question was asked regarding the budget formulation process and its approval. The manager of the Finance Department noted that the needs are examined with the administrative units and the budget is written out in the appropriate form. The expert group requested information according to the specified budget articles. It was determined that the allocation of financial resources for the program provided for in the budget is economically feasible and ensures the sustainability of the program.

It is noteworthy that only the income from tuition fees is recorded in the revenue section of the budget.

Description and Analysis - Programme 1 (Executive Master of Business Administration in Finance, MA, Level 7)

Program budget for first year is 197,000.00 GEL. The program budget is drawn up in a unified format and its articles are generalized. The budgets do not specify the costs of student activities, their conferences;

the costs of purchasing electronic databases, as well as program administration; the costs of printing and publishing personnel qualification improvement works, raising the program's awareness (in Georgia and abroad), etc. During the interview process with the university administration and the self-assessment group, a question was asked regarding the budget formulation process and its approval. The manager of the Finance Department noted that the needs are examined with the administrative units and the budget is written out in the appropriate form. The expert group requested information according to the specified budget articles. It was determined that the allocation of financial resources for the program provided for in the budget is economically feasible and ensures the sustainability of the program.

It is noteworthy that only the income from tuition fees is recorded in the revenue section of the budget.

Description and Analysis - Programme 1 (Executive Master of Business Administration in Management, MA, Level 7)

Program budget for first year is 197,000.00 GEL. The program budget is drawn up in a unified format and its articles are generalized. The budgets do not specify the costs of student activities, their conferences; the costs of purchasing electronic databases, as well as program administration; the costs of printing and publishing personnel qualification improvement works, raising the program's awareness (in Georgia and abroad), etc. During the interview process with the university administration and the self-assessment group, a question was asked regarding the budget formulation process and its approval. The manager of the Finance Department noted that the needs are examined with the administrative units and the budget is written out in the appropriate form. The expert group requested information according to the specified budget articles. It was determined that the allocation of financial resources for the program provided for in the budget is economically feasible and ensures the sustainability of the program.

It is noteworthy that only the income from tuition fees is recorded in the revenue section of the budget.

Evidences/Indicators

- Program budgets;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster:

It is desirable to revise the budget by specifying the relevant budget items in accordance with the needs of program development and to present the sources of financial support for the program, both periodic and disposable.

Recommendations and Suggestions according to the programmes:

Programme 1 (Public Policy and Administration, MA, Level 7)

Recommendation(s):None

Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	☐	X	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in	X	☐	☐	☐

Management, MA, Level 7)				

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

The Internal Quality Assurance mechanisms at British Teaching University in Georgia are defined and regulated by the "Quality Assurance Mechanisms" which includes: evaluation of educational programmes and teaching-learning quality, evaluation of services and resources, evaluation of staff implementing the programme, evaluation of research and other activities, evaluation of the effectiveness of organizational management, evaluation of the contribution made by the university for the development of society.

In relation to educational programmes, the university has developed a rule for planning, developing, approving, making change(s) and canceling educational programmes, which defines evaluation tools, assessment area and periodicity. The same approach is elaborated by the institution concerning all evaluation mechanisms of internal quality assurance. Educational programmes are subject to periodic monitoring/evaluation. Therefore, internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources.

The university's quality assurance mechanisms are coordinated at the central quality assurance level and are targeted to assess all main processes at the university through annual surveys, various methods of involving all stakeholders to analyse assessment results to maintain effective monitoring, identify objectives and articulate development tendencies. Program quality assurance is based on the PDCA - "plan –do – check - act" principle. The process implies the involvement of all interested parties in the process of development of educational activities of the university, as the University prioritises students, graduates, employers, academic and invited staff involvement in the internal quality assessment process.

In accordance with the evaluation of the submitted documents and accreditation visit findings, the accreditation panel finds that programme evaluation is consistent at the university and assessment results are generally utilised for programme improvement. The QA office cooperates and encourages the involvement of the programme staff to ensure the evaluation process is constructive, therefore, a Self-Evaluation Report of the programme is prepared with the involvement of academic and administrative staff. As the university does not have alumni and students at the Public Policy and Administration Master program and the two other programs are completely new, it can be confirmed that students from related programs have been involved in the self-evaluation process.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposely identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the satisfaction, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programmes and availability of services.

Evidences/Indicators

- o Self-Evaluation Report;
- o Quality Assurance Mechanisms;
- o Rules and procedures for planning, developing, approving, amending and canceling educational programs;
- o Survey forms and results;
- o Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Programme 1 (Public Policy and Administration, MA, Level 7)

  Recommendation(s): None

   Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

  Recommendation(s): None

  Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

  Recommendation(s):None

  Suggestion(s): None

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business	X	☐	☐	☐

Administration in Finance MA, Level 7)				
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

5.2. External Quality Evaluation

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

The Quality Assurance Mechanisms defined by the British University in Georgia envisages the following external evaluation methods: accreditation and authorization processes maintained by the National Center for Educational Quality Enhancement, program and institutional evaluation by the International Quality Assurance Agency, external peer evaluation by local or international expert and the evaluation coordinated by the partner Buckingham University. The University generally reviews recommendations and suggestions and the findings are introduced for further consideration. The Quality Assurance Department ensures compliance of the developments with the received recommendations.

While EMBA programs are new, the Public Policy and Administration Master program has received accreditation in 2024 (Board of Accreditation of Educational Programs decision # 634515). The program team has considered all recommendations received during the previous accreditation process and introduced changes in the curricula, updated literature and other relevant material resources and worked on enriching human resources with staff members holding PhD degrees in the relevant field.

Furthermore, the programs grouped in cluster have been evaluated by local colleagues representing different higher educational institutions. Experts identified curricula, teaching staff, resources and alignment with the relevant subject benchmark requirements as strengths. Identified recommendations have also been considered while preparing programs for accreditation.

Evidences/Indicators

- o Self-Evaluation Report;
- o Quality Assurance Mechanisms;
- o Rules and procedures for planning, developing, approving, amending and canceling educational programs;
- o External peer evaluations;
- o Survey forms and results;
- o Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Programme 1 (Public Policy and Administration, MA, Level 7)

    Recommendation(s): None

     Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

    Recommendation(s): None

    Suggestion(s): None

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, **MA, Level 7)**	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

For program development and service improvement, the QA Office at British Teaching University in Georgia ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with staff, students, and employers are central tools for implementing monitoring of the educational programs of the university. At the end of every compulsory

course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organised. Master students also evaluate the implementation of the research component, as well as scientific supervision.

Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the programme team and are used for the programme improvements. HEI has implemented the practice of classroom observation, when evaluations are conducted with peers, as well as quality assurance service representatives with predetermined periodicity and procedure. The collegial attendance team prepares the mutual attendance schedule and teaching and learning evaluation criteria/indicators, through which the lecture/practical teaching is evaluated.

At the end of each semester, the Quality Assurance Office monitors the students' academic performance, and the evaluation results are used by the university administration to improve educational processes. The institution has practice to assess the programme efficiency – the periodic internal self-evaluation of the educational programs of the university. The process includes drafting a self-evaluation report of the educational programmes, with the aim of identifying strengths and areas for improvement. Periodic self-evaluation of the programmes includes following components: analysis of students' academic performance, semester survey of students regarding courses/program components, evaluation of invited and academic staff involved in the program based on student surveys, and evaluations of employers and external experts. For continuous development and identifying tendencies, the reports are evaluated in accordance with the dynamics, self-assessment process findings are compared with ones in each subsequent reporting period. Evaluation is oriented at identifying the causes of deviations (if existent) and implementing measures to eliminate them - making certain changes within the program and/or course; modifying the teaching and learning methods; optimising the evaluation methods used within the syllabus of the training course; changing the literature used within the training course; establishing/changing the prerequisites of the training course and etc.

Description and Analysis - Programme 1 (Public Policy and Administration, MA)

The Public Policy and Administration Master Programme has been compared with other programs operating in Georgian Higher Education Institutions for the result of sharing contemporary experiences and best practices. Similar programs at St. Andrews Georgian University, Georgian Institute of Public Affairs, St. Tbel Abuseridze Teaching University, Akaki Tsereteli State University, Gori State University, National defence Academy of Georgia, Ivane Javakhishvili Tbilisi State University, Ilia State University, Georgian technical University, Grigol Robakhidze University, Caucasus University, University of Georgia, Sulkhan Saba University, Eastern European University. The analysis revealed partial alignment with the accredited similar programmes locally, especially in relation to the core and optional courses.

Description and Analysis - Programme 2 (Executive Master of Business Administration in Finance, EMBA)

The Executive Master of Business Administration in Finance program benefits from the practice of sharing local and international experiences that contributes to the program individualism, shared best practices and provides a platform for cooperative attitudes between the programme's staff and local/international colleagues. The program has been compared with similar or related programs of the International School of Economics at Ivane Javakhishvili Tbilisi State University, Free University Tbilisi, SDA Bocconi – School of Management, HEC Paris INSEAD, MIT Sloan, London Business School, Luxembourg School of Business.

The program considers existing local and international trends and practices, however, program individualism is also evidenced through the submitted analysis especially in relation to the content and teaching and learning methods.

Description and Analysis - Programme 3 (Executive Master of Business Administration in Management, EMBA)

The Executive Master of Business Administration in Finance program benefits from the practice of sharing local and international experiences that contributes to the program individualism, shared best practices and provides a platform for cooperative attitudes between the programme's staff and local/international colleagues. The program has been compared with similar or related programs at Caucasus University, International Black Sea University, University of Georgia, Wharton, University of Pennsylvania, University of Chicago Booth School of Business, Columbia Business School, MIT, Management Sloan School, London Business School, Northwestern Kellogg, HEC Paris, University of Virginia, Darden School of Business, University of Melbourne, University of Toronto, University of Edinburgh, ESADE, Ramon Llull University.

The program considers existing local and international trends and practices, however, program individualism is also evidenced through the submitted analysis especially in relation to the content and teaching and learning methods.

Evidences/Indicators

- o   Self-Evaluation Report;
- o   Quality Assurance Mechanisms;
- o   Rules and procedures for planning, developing, approving, amending and canceling educational programs;
- o   Analysis of analogue programmes;
- o   Survey forms and results;
- o   Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Programme 1 (Public Policy and Administration, MA, Level 7)

   Recommendation(s): None

    Suggestion(s): None

Programme 2 (Executive Master of Business Administration in Finance, MA, Level 7)

   Recommendation(s): None

   Suggestion(s): None

Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)

   Recommendation(s): None

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Policy and Administration, MA, Level 7)	X	☐	☐	☐
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	X	☐	☐	☐
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	X	☐	☐	☐

Attached documentation (if applicable):
N/A
Name of the higher education institution:

LLC "British Teaching University in Georgia"

Name of Higher Educational Programmes, Levels:
Program 1, Public Policy and Administration, MA, Level 7
Program 2, Executive Master of Business Administration in Finance MA, Level 7
Program 3, Executive Master of Business Administration in Management, MA, Level 7

Compliance of the programmes with the standards

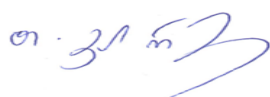| Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Public Policy and Administration, MA, Level 7)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 2 (Executive Master of Business Administration in Finance MA, Level 7)	Substantially complies with requirements	Complies with requirements	Complies with requirements	complies with requirements	Complies with requirements
Programme 3 (Executive Master of Business Administration in Management, MA, Level 7)	Substantially complies with requirements	Complies with requirements	Complies with requirements	complies with requirements	Complies with requirements

Signatures

Muhammad Abdul Rauf
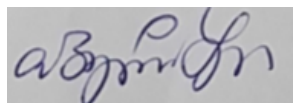
Chair of Accreditation Experts Panel

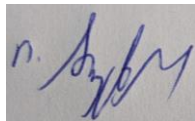**Of the member(s) of the Accreditation Experts Panel**

Eka Lekashvili

Tea Kasradze

Tamar Berishvili

Tamta Tskhovrebadze

Ia Butskhrikidze