



**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**

Bachelor Programme in Governance  
Bachelor Programme in Digital marketing  
Master Programme in Environmental Protection Management

**Name of Higher Educational Institution**

Georgian Institute of Public Affairs (GIPA)

**Evaluation Date(s)**

5 – 6 May 2025

**Report Submission Date**

5 August 2025

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Georgian Institute of Public Affairs (GIPA), Non-entrepreneurial (non-commercial) legal entity
Identification Code of Institution	204429341
Type of the Institution	University

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>
<b>Name of the educational programme</b>	Governance	Digital Marketing	Environmental Protection Management
<b>Level of higher education</b>	Bachelor's degree	Bachelor's degree	Master's degree
<b>Qualification to be awarded</b>	Bachelor of Public Administration	Bachelor of Business Administration in Marketing	Master of Environmental Protection Management
<b>Name and code of the detailed field</b>	Management and administration 0413	Marketing and advertising 0414	Management and administration 0413
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-	-
<b>Language of instruction</b>	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	180	180	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	New	New	New

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

## II. Accreditation Report Executive Summary

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

The cluster of education programs at the Georgian Institute of Public Affairs (GIPA) in Tbilisi, Georgia, comprises the Bachelor Programme in Governance, the Bachelor Programme in Digital Marketing, and the Master Programme in Environmental Protection Management. These programs are delivered in Georgian language and are managed by the School of Government at GIPA, a non-commercial legal entity recognized as a university. The overarching mission of the cluster is to educate a new generation of professionals and leaders in management, administration, and environmental protection, equipping graduates to contribute meaningfully to both the public and private sectors in Georgia and beyond.

The structure of the cluster is designed to ensure a comprehensive educational experience that combines theoretical foundations with practical application in key educational areas. The Bachelor Programme in Governance draws on GIPA's three decades of experience in public administration education, focusing on developing management knowledge, practical skills, and a sense of responsibility necessary for effective public sector leadership. The curriculum is grounded in the SIGMA Public Administration framework and prepares students for roles in government, non-governmental, and international organizations, as well as for further higher academic study.

The Bachelor Programme in Digital Marketing is informed by ongoing dialogue with the Georgian business sector and analysis of both local and international labor market trends. The program integrates classical marketing theory with contemporary digital marketing practices, offering students the opportunity to engage with real-world business scenarios from the outset. Graduates are equipped with both the theoretical knowledge and practical skills required for high-demand roles in digital marketing, reflecting the increasing importance of digital competencies in the modern evolving economies.

The Master Programme in Environmental Protection Management was established through collaboration with key national and international partners, including governmental ministries and organizations such as GIZ. This program addresses the growing need for qualified environmental managers in Georgia, particularly in the context of the country's commitments under the Association Agreement with the European Union and the UN Sustainable Development Goals. The curriculum covers EU environmental policy, sustainable development, and climate change adaptation, and is designed for both aspiring and current professionals in the environmental sector.

Quantitative data analysis for the cluster presented in the SER provided details for alignment with labor market needs and stakeholder expectations. The development and ongoing refinement of these programs are informed by comprehensive research, including surveys of employers, students, and graduates, as well as desk research on labor market requirements. For example, the Bachelor Programme in Digital Marketing has seen a notable increase in applicant numbers, reflecting the high demand for digital marketing specialists in Georgia. According to the information provided to the panel, a significant proportion of graduates appeared to secure employment in their respective fields within a short period of time of graduation, and the programs maintain active engagement with employers and professional associations to ensure continued relevance and quality.

The cluster of business administration and public administration educational programs includes 3 educational programs:

1. Bachelor Programme in Governance, 180 credits, 3 years

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

2. Bachelor Programme in Digital marketing, 180 credits, 3 years
3. Master Programme in Environmental Protection Management, 120 credits, 2 years

As per the information provided in the SER and during interviews, the self-evaluation process for the cluster involved academic and administrative staff, employers, and other stakeholders in a thorough review of curriculum content, learning outcomes, and program objectives. This collaborative approach ensures that the programs remain responsive to evolving sectoral needs and international best practices, supporting GIPA's mission to foster innovation, leadership, and sustainable development across Georgia's public, private, and environmental sectors.

#### ● Overview of the Accreditation Site Visit

The accreditation site visit for the three cluster programs including two Bachelor Programmes in Governance and in Digital Marketing as well as the Master Programme in Environmental Protection Management at the Georgian Institute of Public Affairs (GIPA) was conducted on May 5 and 6, 2025, by an expert panel convened by the National Center for Education Quality Enhancement (NCEQE). The panel was composed of seven members, including one student representative, one quality assurance expert, and five field experts covering all expert areas for the three programs submitted for review, with the participation of an NCEQE representative who oversaw the process throughout the two-day in-depth evaluation.

The visit was meticulously organized, beginning with a preparatory meeting where the panel reviewed the Self-Evaluation Report, programme documentation, and supporting materials submitted by GIPA. The panel followed a structured agenda that ensured comprehensive coverage of all aspects of the cluster accreditation process. During the site visit, the panel conducted in-depth interviews with a broad spectrum of stakeholders, including university administration, academic and visiting staff, current students, alumni, and employers. These discussions provided valuable insights into the design, delivery, and ongoing development of all the three programmes under review.

A key highlight of the visit was the collaborative and open atmosphere fostered by both the expert panel and the institution. GIPA's leadership and staff demonstrated a strong commitment to transparency and continuous improvement, readily engaging with the panel's questions and providing detailed explanations regarding curriculum structure, quality assurance mechanisms, and stakeholder involvement. The institution's efficient management of the visit was particularly noteworthy, with all logistical arrangements handled professionally and all necessary documentation made readily available to the panel.

The panel also toured GIPA's facilities, including classrooms, student support services, and digital infrastructure. The facilities were found to be of a high standard, supporting both the academic and practical components of the programmes. The panel observed that resources were well-aligned with the needs of the students and the educational objectives of the cluster.

Throughout the visit, the panel noted the institution's proactive approach to stakeholder engagement, evidenced by ongoing collaboration with employers, regular feedback from students and alumni, and a robust internal quality assurance system. These practices contribute to the relevance and responsiveness of the programmes to labor market needs and sectoral developments.

At the conclusion of the site visit, the panel convened to synthesize their observations and shared their initial findings with the university's leadership and programme representatives. This debriefing session

underscored the strengths of the institution, highlighted areas for further enhancement, and reinforced the collaborative spirit that characterized the entire accreditation process.

Finally, the site visit reflected a thorough, transparent, and collegial evaluation of GIPA's Bachelor Programme in Governance, Bachelor Programme in Digital Marketing and Master Programme in Environmental Protection Management. The process was marked by effective communication, stakeholder involvement, and a shared commitment to educational quality and institutional advancement.

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

The following compliance presented here is for all the three programs in this cluster.

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

All programmes comply with requirements

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

All programmes comply with requirements

- 3. Student Achievements, Individual Work with them**

All programmes comply with requirements

- 4. Providing Teaching Resources**

All programmes comply with requirements

- 5. Teaching Quality Enhancement Opportunities**

All programmes comply with requirements

- **Recommendations for Cluster**

- It is recommended to increase awareness among students about the work of the anti-plagiarism program (2.3).

### **Recommendations for Individual Programs**

#### **Programme 2 (Digital Marketing, BA, level VI)**

##### **Standard 1**

- It is recommended to update course syllabi with more recent and relevant literature, ensure consistency in referencing style, and align reading materials with course objectives and current industry developments (1.5).

#### **Programme 3 (Environmental Protection Management MA, level VII)**

##### **Standard 1**

- It is recommended to improve the logical relationship between learning outcomes and training courses. (1.5)
- It is recommended to review the distribution of contact and independent work hours in the study courses. How realistic is it to achieve quality learning outcomes in the subjects: “Strategic Management - Policy Planning, Coordination and Performance Management” (10 ECTS); “Environmental Management Tools: Environmental Impact Assessment” (10 ECTS). (1.5)
- It is recommended to offer a "professional practice" course to students to strengthen practical skills. (1.5)
- It is recommended to expand the practice facilities and update the memorandums in line with the number of students, ensuring adequate opportunities for practical training. Integrate fieldwork in protected areas of Georgia into the field practice course and establish structured cooperation with the Agency for Protected Areas. (1.5)
- **Suggestions for the Programme Development**

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

##### **Standard 1**

- It is suggested that both the Digital Marketing and Environmental Protection Management programs should expand their focus on digital skills, data literacy, and quantitative analysis methods, reflecting current sectoral innovations and labor market expectations. (1.1)
- All programs would benefit from more precise articulation of learning outcomes, particularly regarding ethical leadership, crisis management, intercultural communication, and the application of international standards. (1.1)
- Although it may not be mandatory, considering the scope of these programs it is suggested to integrate international and comparative perspectives more explicitly within learning outcomes, ensuring alignment with global trends and best practices. (1.2)
- It is suggested that GIPA formalize and document a comprehensive PLO evaluation cycle in a more structured/transparent way for all cluster programmes especially for the bachelor ones. This should include the development of clear, field-appropriate direct and indirect assessment tools, regular benchmarking, and transparent reporting of findings. Additionally, the institution should ensure that all academic and visiting staff receive regular training on PLO evaluation methods and data-driven programme improvement. (1.3)
- It is suggested that the literature listed in the course syllabi be updated. (1.5)

##### **Standard 2**

- It is suggested that the program provides detailed information about the assessment tool for checking Georgian language proficiency for students enrolled without passing the unified national and common master's exams specified by the program (2.1).
- It is suggested that bachelor's programs indicate how the institution regulates the case if a student has achieved the level of English language proficiency specified by the bachelor's programs before completing the English learning component of the corresponding level (2.1).
- It is suggested to improve the clarity and simplicity of assessment criteria and methods in course syllabi to ensure better transparency and student understanding (2.4)

##### **Standard 4**

- It is suggested that the university place greater emphasis on the academic activities of its staff, particularly through the periodic publication of articles in internationally indexed journals. (4.3)



## **Program specific suggestions**

### **Programme 1 (Governance BA, level VI)**

- It is suggested to incorporate aspects of EU public administration protocols to strengthen international relevance. (1.1)
- It is suggested to certain learning outcomes to improve measurable indicators related to ethical leadership and digital governance. Furthermore, integrating international and comparative perspectives within the outcomes would better prepare graduates for global challenges and enhance the programme's relevance. (1.2)
- The programme's learning outcomes are largely consistent with the sectoral benchmarks for Business Administration as set by the NCEQE, particularly in management and policy analysis. However, more explicit inclusion of financial accountability and international governance standards would further strengthen compliance with Standard 1.2. (1.2)
- It is suggested to introduce direct assessment methods such as portfolio reviews and scenario-based evaluations to better measure achievement of complex governance competencies. Establish a formal process for communicating evaluation results to all stakeholders, including students and external partners. (1.3)

### **Program 2 - Bachelor Programme in Digital marketing (BA, Level VI)**

- It is suggested to refine the learning outcomes to specify advanced competencies in digital analytics and cross-cultural marketing. Additionally, aligning outcomes with international certification standards (such as Google Analytics or Meta Blueprint) would enhance graduates' employability and the programme's international relevance. (1.2)
- The learning outcomes meet the core sectoral benchmarks for Business Administration, particularly in marketing fundamentals and digital literacy. However, a stronger emphasis on data-driven decision-making, AI applications and international marketing standards could strengthen the program further keeping in mind the ever evolving digital market trends. (1.2)
- It is suggested to consider industry-standard digital marketing certifications or real-life practical projects as part of the assessment process to provide a direct measure of practical skills. Engage employers and alumni more systematically in reviewing and updating learning outcomes in response to evolving digital market trends and the fast-paced changing industry expectations. (1.3)
- It is suggested to further strengthen the program's internationalization dimension by incorporating more structured international components, such as collaboration with global institutions, virtual mobility, or embedded international case studies. (1.4)
- It is suggested to conduct training with employers regarding the evaluation of the practice components of the program (2.2).

### **Programme 3 (Environmental Protection Management MA, level VII)**

- Perhaps it might be good to strengthen references to international standards and best practices, ensuring graduates are prepared for both local and global environmental challenges. (1.1)
- It is suggested to specify measurable indicators related to digital and data-driven environmental management, such as proficiency in GIS, remote sensing, or environmental modelling software.
- It is suggested to incorporate learning outcomes related to digital and data-driven environmental management, reflecting current sectoral innovations. (1.2)
- It is suggested to indicate in the program description how many weeks the academic year consists of, how many weeks a semester consists of, and how many academic and exam weeks are included in the program (1.4).
- It is suggested to study some field subjects in English, taking into account the structure and content of the program (1.5).

- It is suggested to add a course – “Modern Concepts and Methods of Management” (1.5).
- It is suggested to specify measurable indicators related to digital and data-driven environmental management, such as proficiency in GIS, remote sensing, or environmental modelling software. (1.2)
- It is suggested to write in the program the possibility of continuing studies in the program in accordance with the rules for transferring from one higher educational institution to another, approved by the order of the Minister of Education and Science of Georgia of February 4, 2010 N10/n (2.1).
- It is suggested to reflect the internship component in the enterprise in the program by providing relevant memoranda (2.2).
- It is suggested that more contact with the private sector, NGOs, as students could gain more diversified experience and practices from the course. The number of memoranda targeted at the programme should be increased for the same reason. To enhance the relevance and practical impact of the programme, it is recommended to establish Memoranda of Understanding (MOUs) with private sector organizations. Such partnerships would facilitate their involvement in shaping the content and direction of future courses, ensuring that the programme is better aligned with the country's current and emerging environmental challenges. (3.1)

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

**Not applicable**

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

Following a comprehensive examination of the university's detailed argumentative position, the expert panel has undertaken further evaluation considering the additional information and argumentation. Considering this the expert panel has removed the following three recommendations accepting the argumentative position and the additional information provided by the HEI.

Recommendation 5:

It is recommended that the semesters be the same, both in the curriculum and in the courses: "Biodiversity Management and Conservation" and "Strategic Management - Policy Planning, Coordination and Performance Management".(1.5)

The inaccuracy has already been corrected. The expert group have considered the argumentation position of the HEI.

Recommendation 6:

It is recommended that in some training courses, outcomes (responsibility and autonomy) be formulated in a more specific, relevant and measurable form (1.5). The expert group has accepted the argumentation position of the HEI.

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

In light of this consideration, the panel has removed the recommendation 2.2. that is as a technical flaw, which is caused by the reconciliation of recommendations during the work on the project report. The expert group have considered the argumentation position of the HEI.

Nevertheless, the panel maintains its stance regarding all other suggestions and recommendations, asserting that it remains both pertinent and necessary. This position is substantiated by the detailed analysis, panel deliberations, and the specific criteria outlined in the accreditation standards. In this regard, the panel respectfully disagrees from the argumentative stance put forth by the HEI regarding the following recommendations.

The recommendation 2.3 remains in force, the detailed reasoning is provided in the report.

### **Program 3 (Master of Environmental Management, Level VII)**

#### **Recommendation 1:**

It is recommended to improve the logical relationship between learning outcomes and training courses. (1.5)

In the learning outcomes map of the program, we focused on the components for achieving the third learning outcome: "Environmental Audit and Monitoring" and "Strategic Management - Policy Planning, Coordination and Performance Management" - with these subjects the program provides the MP - Knowledge Reinforcement Level/Practical Application of Knowledge/Research. We considered this part vague precisely in terms of achieving a high level of practice. The university in its argumentative position indicates the tool ISO 19011 procedures for conducting audits. It should be noted that the institution has not presented a cooperation agreement with auditors of the ISO 19011 complex management standards or cooperation with an international systems certification body, which in this regard would significantly ensure a high level of practical knowledge of the student. The syllabus includes guidelines in the form of literature. The personnel implementing the subject have undergone training (ISO 65/ISO 17065 "EU Member States Accreditation Infrastructure Accreditation Infrastructure According to the Best 10 Practices. European Union. Tbilisi, Georgia. 2013; International Training - ISO/IEC Guide 65 and ANSI Requirements in the Accreditation Process. 2012), however, this is not relevant and is not directly related to the above-mentioned environmental issues. Hence, the recommendation remains valid, the reasoned description of which is also provided in the report. (1.5)

#### **Recommendation 2:**

It is recommended to review the distribution of contact and independent work hours in the study courses. How realistic is it to achieve quality learning outcomes in the subjects: "Strategic Management - Policy Planning, Coordination and Performance Management" (10 ECTS); "Environmental Management Tools: Environmental Impact Assessment" (10 ECTS). (1.5)

The program's courses ("Strategic Management - Policy Planning, Coordination and Performance Management" - 10 ECTS and "Environmental Management Tools: Environmental Impact Assessment, Environmental Impact Assessment, Environmental Impact Assessment" - 10 ECTS) are not student-oriented to the extent that a large number of hours are devoted to independent work (214 hours). The goals and outcomes, as well as the content, teaching and learning methods and activities (discussion/debate - case study - role/simulation games - idea generation - practical work, collaborative learning - demonstration method); as well as assignments and literature. The study syllabi clearly show that case analysis, situational learning and group assignments, demonstration/show, sharing of experience, etc. are preferable for the student to master the subject and achieve the results.

The course “Strategic Management - Policy Planning, Coordination and Performance Management” consists of 12 study weeks: the 8th week is a midterm exam, and the 12th week is a presentation. We believe that 10 study weeks, contact hours are not relevant for achieving the outcomes. It should also be noted that the outcomes in the training courses are not formulated in such a way that the student must work independently on the issues being discussed (research material). The recommendation remains valid, the reasoned description of which is also provided in the report. (1.5)

#### Recommendation 3:

It is recommended to offer a "professional practice" course to students to strengthen practical skills. The recommendation 1.5 remains in force, the reasoned description of which is provided in the report

#### Recommendation 4:

It is recommended to expand the practice facilities and update the memorandums in line with the number of students, ensuring adequate opportunities for practical training. Integrate fieldwork in protected areas of Georgia into the field practice course and establish structured cooperation with the Agency for Protected Areas. The recommendation remains in force, the reasoned description of which is provided in the report.

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

**Not Applicable as all cluster programs are new.**

#### Evaluation approaches for the accreditation experts:

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

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

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual

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

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

1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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

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

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

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

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### 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.

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The Georgian Institute of Public Affairs (GIPA) demonstrates good compliance with accreditation standard 1.1 across its cluster programs.

#### Description and Analysis

GIPA demonstrates a decent compliance with accreditation standard 1.1 across its evaluated educational programs as per this cluster: the Bachelor Programme in Governance, the Bachelor Programme in Digital Marketing, and the Master Programme in Environmental Protection Management. Each program reflects GIPA's institutional mission to develop sector leaders equipped with modern knowledge and practical competencies, while also revealing opportunities for further enhancement in line with international standards and evolving labor market needs.

All three programs exhibit clear, realistic, and contextually relevant objectives that are publicly accessible and broadly aligned with both national priorities and global trends. The curriculum designs are informed by robust stakeholder engagement, particularly in the Master Programme, which benefits from direct collaboration with governmental bodies and international partners. There is a strong emphasis on practical, scenario-based, and project-oriented learning, ensuring graduates are well-prepared for the demands of their respective fields.

The Bachelor in Governance program targets roles in government, NGOs, and international organizations, leveraging frameworks such as SIGMA Public Administration. The Digital Marketing program is closely aligned with industry needs, integrating project-based learning and sustainability competencies. The Master in Environmental Protection Management addresses both national and international environmental priorities, focusing on sustainable development, climate change adaptation, and green economy transition. Further in-depth program specific details are provided below in the analysis for each of the programs separately. The next sections provide program specific analysis.

#### Description and Analysis - Programme 1 Bachelor Programme in Governance, (BA, Level VI)

The program establishes clear objectives focused on developing public sector management competencies through SIGMA Public Administration frameworks. Curriculum design emphasizes scenario-based learning to address real-world governance challenges, aligning with GIPA's mission to create sector leaders through modern knowledge transfer. Labor market alignment appears strong through explicit targeting of government, NGO, and international organization roles.

Program objectives appear to lack integration of comparative governance models from EU or UN frameworks, despite Georgia's EU candidate status. This is important considering the focus on internationalization of the GIPA programs. While objectives are publicly accessible on GIPA's website, the SER provided limited evidence of systematic consultations with some key external stakeholders such as municipal governments or civil society groups during objective formulation. Learning outcomes emphasize procedural knowledge but it is better to consider key benchmarks for ethical leadership or crisis management skills to be more specific and precise.

The objectives of the Bachelor Programme in Governance are closely aligned with the overarching mission, objectives, and strategic direction of GIPA and its faculty. By focusing on developing practical governance/leadership skills and fostering critical thinking, the program supports the institution's commitment to academic excellence and the preparation of graduates for real-world challenges, especially the emerging geo/political world trends.

The programme objectives and curricula is designed to address current trends and demands within the local labor market, ensuring that graduates possess the competencies most sought after by regional and national employers. In addition, the program takes into account select needs of the international labor market, equipping students with a foundational/limited understanding of global governance/leadership benchmarks. This bachelor program appears to demonstrate a limited degree of internationalization; this approach reflects the specific characteristics of the governance field and the undergraduate level of study. The emphasis remains on providing students with relevant, locally applicable knowledge while gradually introducing international perspectives where appropriate.

#### **Description and Analysis - Program 2 Bachelor Programme in Digital Marketing, (BA, Level VI)**

The program shows strong responsiveness to local labor market demands through its practice-oriented curriculum and industry collaboration model. Alignment with GIPA's strategic focus on innovation is evident in project-based learning components. Public accessibility standards are met through detailed online program descriptions. Regarding the internationalization aspect, there is a need to enhance internationalization of this BA program beyond the tool usage, perhaps to cross-cultural marketing strategies. Introducing some modules on intercultural communication and global consumer trends can enhance the internationalization of the program.

The program objectives meet accreditation requirements for marketing fundamentals. It is important to consider some key aspects such as data literacy expectations, particularly regarding predictive analytics and ROI measurement methodologies in the program. It is important to note the transparent documentation of stakeholder consultation processes in objective development for this program. The integration of sustainability competencies per UN Sustainable Development Goals is another strength of this program. This can be seen in the systematic mapping of objectives to accreditation competency matrices.

This Bachelor Programme in Digital Marketing is designed to equip graduates with a robust blend of knowledge, practical skills, and professional competences essential for success in today's dynamic digital landscape. The programme's objectives in general focus on developing students' expertise in areas such as digital strategy, data-driven marketing, content creation, and analytics, ensuring they are well-prepared to address real-world business challenges in ever evolving digital world. By fostering critical thinking, creativity, and ethical decision-making, the programme nurtures graduates who are adaptable and ready to contribute meaningfully in diverse professional business/marketing environments.

The programme objectives are aligned with the mission and strategic goals of GIPA and its faculty. These objectives and curriculum appear to be crafted to support the institution's commitment to academic excellence, innovation, and societal impact. Through a combination of theoretical foundations and hands-on learning, the programme ensures that graduates not only meet industry standards but also embody the values and vision upheld by the university and its educational units.

#### **Description and Analysis - Programme 3, Master Program Master Programme in Environmental Protection Management, (MA, Level VII)**

The Master Program in Environmental Protection Management at GIPA is designed to address the growing need for highly qualified specialists in environmental governance, policy, and management. This expert panel's analysis evaluates the programme's objectives against the requirements of Standard 1.1 as set by NCEQE, drawing on the Self-Evaluation Report (SER), programme documentation, and relevant stakeholder feedback during the panel interviews.

The objectives of the Master Program are articulated with a clear focus on developing advanced knowledge, practical skills, and professional responsibility in the field of environmental protection. The program aims to prepare graduates who can effectively address complex environmental issues at both the strategic and operational levels, reflecting the specificity and advanced level expected of a master's degree. The objectives are realistic and achievable, considering the programme's strong partnerships with governmental bodies, international organizations, and the private sector.

The SER and interviews with the program management highlighted that the programme was developed in collaboration with the Ministry of Environmental Protection and Agriculture, the Environmental Information and Education Center, and international partners such as GIZ. This collaborative approach ensures that the objectives are informed by current labor market demands and international trends, particularly those related to Georgia's EU integration process and commitments under the Association Agreement. The programme is also aligned with GIPA's mission to equip leaders with the competencies necessary for sustainable development and public sector advancement.

The objectives are publicly accessible, being published on GIPA's website and shared with stakeholders through regular consultations and feedback mechanisms. The programme's focus on sustainable development, climate change adaptation, and green economy transition is highly relevant to both national priorities and global environmental agendas.

The programme objectives are broadly aligned with the sectoral benchmarks for Environmental Management as defined by the NCEQE. They address essential knowledge and skills, including policy analysis, resource management, and leadership in environmental governance. However, a more detailed mapping to sectoral benchmarks, particularly regarding digital competencies and international frameworks would further strengthen the program.

Despite these strengths, some areas require further attention. The objectives could be more explicit in defining the specific competencies related to digital environmental management tools and quantitative analysis methods, which are increasingly important in the sector. Additionally, while the programme references internationalization and EU priorities, it could further emphasize global best practices and cross-border cooperation in environmental management.

In general, the Master Programme in Environmental Protection Management at GIPA demonstrates good compliance with Standard 1.1, presenting clear, realistic, and contextually relevant objectives. By refining its focus on digital skills and international best practices, the programme can further enhance its alignment with national and global sectoral demands, thereby supporting the professional growth and employability of its graduates.

### **Evidences/Indicators**

- Panel interviews;
- SER;
- HEI website;
- University mission;
- Strategic development plan of the university;
- Bachelor's program of governance;
- Bachelor's program of digital marketing;
- Master's program of environmental protection management;
- Analysis document of similar programs;
- Labor market research and analysis of employers' requirements.

**Recommendations** - should be considered by the HEI in order to comply the programme with the requirements of the standard

**Suggestions** - non-binding advice for the programme development

**General recommendations of the cluster:** None

**General suggestions of the cluster:**



- It is suggested that both the Digital Marketing and Environmental Protection Management programs should expand their focus on digital skills, data literacy, and quantitative analysis methods, reflecting current sectoral innovations and labor market expectations.
- All programs would benefit from more precise articulation of learning outcomes, particularly regarding ethical leadership, crisis management, intercultural communication, and the application of international standards.

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

##### Programme 1 (Governance BA, level VI)

**Recommendation(s):** None

**Suggestion(s):** It is suggested to incorporate aspects on EU public administration protocols to strengthen international relevance.

##### Programme 2 (Digital Marketing BA, level VI)

**Recommendation(s):** None

**Suggestion(s):** None

##### Programme 3 (Environmental Protection Management MA, level VII)

**Recommendation(s):** None

**Suggestion(s):**

Perhaps it might be good to strengthen references to international standards and best practices, ensuring graduates are prepared for both local and global environmental challenges.

#### Evaluation <sup>6</sup>

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>6</sup> Evaluation is performed for each programme separately.

## 1.2 Programme Learning Outcomes

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

### Cluster and individual evaluation

This analysis synthesizes the findings from three distinct educational programmes at GIPA: the Bachelor Programme in Governance, the Bachelor Programme in Digital Marketing, and the Master Programme in Environmental Protection Management. Each programme demonstrates a good commitment to aligning learning outcomes with both institutional objectives and national standards, while also responding to the evolving demands of their respective fields.

Across all three programmes, learning outcomes are generally well-articulated, realistic, and achievable, reflecting careful alignment with the National Qualifications Framework and relevant sectoral benchmarks. The collaborative development process, involving academic staff, students, employers, and external stakeholders, ensures that the outcomes are both relevant and responsive to current labor market needs. Public accessibility and regular review of learning outcomes further support transparency and continuous improvement.

The Bachelor Programme in Governance excels in integrating theoretical and practical competencies across public administration, with a curriculum that addresses all six SIGMA Public Administration areas. The outcomes are tailored to bachelor-level expectations and prepare graduates for both professional and academic advancement. The Bachelor Programme in Digital Marketing PLOs effectively combines foundational marketing theory with practical digital skills, preparing graduates for immediate employment. The curriculum reflects current industry practices and labor market trends, with an emphasis on digital tool proficiency and project-based learning. The Master Programme in Environmental Protection Management is distinguished by its comprehensive coverage of advanced knowledge and skills in environmental policy, resource management, and sustainability leadership as per the PLOs. The programme's alignment with EU and UN frameworks ensures graduates are prepared for both local and international challenges.

Despite these strengths, several areas for enhancement are evident across the programmes. There is a general need for more precise and measurable language in certain learning outcomes, particularly regarding digital competencies, ethical leadership, and quantitative research methods. While some programmes reference international frameworks, a more explicit integration of global perspectives and best practices would better prepare graduates for international careers and cross-border cooperation. The Digital Marketing programme, in particular, would benefit from clearer differentiation between specialized areas such as content marketing, SEO, and advanced analytics, as well as the inclusion of international certification standards. Program specific analysis and findings are presented below.

### Description and Analysis - Programme 1, Bachelor Programme in Governance, (BA, Level VI)

The Bachelor Programme in Governance at GIPA articulates its learning outcomes in a manner that is generally clear, realistic, and achievable. The outcomes are designed to ensure graduates acquire both theoretical knowledge and practical skills in public administration, management, and policy analysis. The curriculum emphasizes the development of competencies across all six SIGMA Public Administration areas, including planning, organization, leadership, coordination, and reporting, which aligns well with the programme's objectives and GIPA's mission to educate future leaders in the public sector.

The learning outcomes are tailored to the specificity and level of the field, reflecting the expectations for bachelor-level qualifications in governance. They are structured to enable graduates to respond to complex public administration challenges, pursue careers in government and non-governmental organizations, and continue their studies at the master's level. The information provided in SER and during the expert panel interviews confirmed that the outcomes are based on sectoral benchmarks and the National Qualifications Framework (NQF), ensuring consistency with the requirement of national standards.

However, while the outcomes are accessible on GIPA's website and have been developed through a collaborative process involving academic staff, students, and employers, there are areas for improvement. Some outcomes could benefit from more precise and measurable language, particularly regarding ethical leadership, digital governance, and crisis management. Additionally, the internationalization aspect is not sufficiently addressed; the outcomes could benefit from a clear reference to global governance trends or international best practices, which are increasingly relevant given Georgia's integration with European structures.

#### **Description and Analysis - Programme 2, Bachelor Programme in Digital Marketing, (BA, Level VI)**

The Bachelor Programme in Digital Marketing at GIPA presents learning outcomes that are generally well-aligned with the programme's objectives and the institution's strategic mission. The outcomes focus on equipping students with both foundational marketing theory and practical digital skills, preparing graduates for immediate entry into the labor market. The curriculum incorporates current industry practices, some digital tool proficiency, and project-based learning, reflecting local and international labor market demands.

Learning outcomes are articulated to cover the main areas of knowledge, skills, and autonomy expected at the bachelor's level. They enable graduates to analyze market trends, design digital campaigns, and utilize digital platforms effectively. The outcomes are realistic and achievable, and the SER details a collaborative development process involving academic staff, students, and business sector representatives that was acknowledged during the interviews by the university panel. Public accessibility is ensured through GIPA's website and programme documentation as per the accreditation requirements for standard 1.2.

Nevertheless, there are some limitations. The outcomes could be more specific regarding advanced data analytics, cross-cultural digital marketing, and the integration of international certification standards. The current formulation tends to generalize digital marketing skills without distinguishing between specialized areas such as content marketing, SEO, or specific elements of analytics. This may limit graduates' competitiveness in both local and international markets.

### **Description and Analysis - Programme 3, Master Programme in Environmental Protection Management, (MA, Level VII)**

The Master Programme in Environmental Protection Management at GIPA is designed to prepare professionals for advanced roles in environmental governance, policy, and management. This analysis evaluates the programme's learning outcomes in accordance with Standard 1.2, drawing on the Self-Evaluation Report (SER), programme documentation, and stakeholder feedback during the expert panel interviews.

In general, the programme's learning outcomes are logically structured and clearly related to the stated objectives and the specific demands of environmental protection management at the master's level. They cover a comprehensive range of knowledge, skills, and competencies, including environmental policy analysis, resource management, strategic planning, and leadership in sustainability initiatives. The outcomes are realistic and achievable, reflecting the advanced level of qualification and the expectations for graduates who will assume responsibility and autonomy in professional contexts.

The learning outcomes are consistent with the National Qualifications Framework and sectoral benchmarks, as evidenced by the programme's integration of EU environmental priorities, climate change adaptation, and sustainable development goals. This alignment ensures that graduates are equipped to meet both local and international labor market demands and are able to continue their studies at the doctoral level if desired.

The SER information and interview responses indicated that the development of learning outcomes was a collaborative process involving academic staff, visiting lecturers, employers, students, and representatives from key governmental and non-governmental organizations. The outcomes are publicly accessible, published on GIPA's website, and regularly reviewed in consultation with stakeholders as per the accreditation requirements. This transparency supports stakeholder engagement and continuous improvement.

Despite the strengths presented above, there are areas where the learning outcomes could be further refined. Some outcomes could be more specific and measurable, particularly regarding the application of digital tools in environmental data analysis and the integration of quantitative research methods. Additionally, while internationalization is addressed through references to EU and UN frameworks, the outcomes could more explicitly incorporate competencies for cross-border cooperation and global best practices in environmental management.

The Master Programme in Environmental Protection Management at GIPA demonstrates good compliance with Standard 1.2, presenting clear, relevant, and achievable learning outcomes that reflect the needs of the field and the institution's strategic mission. By refining the outcomes to include more measurable digital and international competencies, the programme will further enhance its alignment with sectoral benchmarks and labor market demands, ensuring graduates are fully prepared for contemporary environmental challenges.

#### **Evidences/Indicators**

- Panel interviews;
- SER;

- HEI website;
- Bachelor's program of governance;
- Bachelor's program of digital marketing;
- Master's program of environmental protection management;
- Report of the meeting with academic and visiting staff;
- Analysis document of similar programs;
- Labor market research and analysis of employers' requirements.

**General recommendations of the cluster:** None

**General suggestions of the cluster:**

- Although it may not be mandatory, but considering the scope of these program it is suggested to integrate international and comparative perspectives more explicitly within learning outcomes, ensuring alignment with global trends and best practices.

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):** It is suggested to certain learning outcomes to improve measurable indicators related to ethical leadership and digital governance. Furthermore, integrating international and comparative perspectives within the outcomes would better prepare graduates for global challenges and enhance the programme's relevance.

The programme's learning outcomes are largely consistent with the sectoral benchmarks for Business Administration as set by the NCEQE, particularly in management and policy analysis. However, more explicit inclusion of financial accountability and international governance standards would further strengthen compliance with Standard 1.2.

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):** It is suggested to refine the learning outcomes to specify advanced competencies in digital analytics and cross-cultural marketing. Additionally, aligning outcomes with international certification standards (such as Google Analytics or Meta Blueprint) would enhance graduates' employability and the programme's international relevance.

The learning outcomes meet the core sectoral benchmarks for Business Administration, particularly in marketing fundamentals and digital literacy. However, a stronger emphasis on data-driven decision-making, AI applications and international marketing standards could strengthen the program further keeping in mind the ever evolving digital market trends.

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s):** None

**Suggestion(s):** It is suggested to specify measurable indicators related to digital and data-driven environmental management, such as proficiency in GIS, remote sensing, or environmental modelling software.

It is suggested to incorporate learning outcomes related to digital and data-driven environmental management, reflecting current sectoral innovations.

**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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.3 Evaluation Mechanism of the Programme Learning Outcomes**

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

The analysis evaluates the compliance of GIPA's cluster programmes with Standard 1.3 focusing on the mechanisms for evaluating Programme Learning Outcomes (PLOs). The assessment is based on the Self-Evaluation Report (SER), programme documentation, and observations from accreditation interviews. GIPA demonstrates a clear commitment to quality assurance and continuous improvement across its cluster programmes. The institution has established an internal evaluation system that integrates both internal and external feedback, involving academic staff, employers, students, and graduates in the review process. The SER highlights the use of surveys, curriculum mapping, and benchmarking against peer programmes, which supports a culture of evidence-based programme enhancement that was also acknowledged during the panel interviews. The involvement of the Quality Assurance Department in coordinating evaluation activities ensures that monitoring is regular and systematic. Additionally, the inclusion of external stakeholders, such as employers and sectoral partners, particularly in the Master's programme in Environmental Protection Management, is a notable strength that enriches the feedback loop and aligns learning outcomes with labor market needs.

Despite these positive aspects, several compliance issues and areas for improvement are evident. While the SER describes a general framework for PLO evaluation, the mechanisms lack sufficient specificity and transparency in several respects: The SER refers to the use of surveys and feedback but does not clearly distinguish between direct and indirect evaluation methods. There is limited evidence of systematic use of direct assessment tools, such as standardized rubrics, or external moderation of student work. There were no clear responses on this during the panel discussions. The frequency and methodology of data collection for PLO assessment appears to be not consistently documented. For example, while some programmes mention annual reviews, others lack clear timelines or benchmarks for evaluating learning outcomes. While employer and alumni input is solicited, the depth and regularity of their involvement in the evaluation cycle, particularly for the Bachelor programmes, could be enhanced. There is little evidence of structured involvement of professional associations or external academic experts in reviewing PLOs. A structured approach in this regard could further enhance the cluster programs.

While GIPA demonstrates a strong foundation in quality assurance and stakeholder engagement, the evaluation mechanisms for Programme Learning Outcomes require some further specificity, consistency, and transparency to further enhance these programmes. Such considerations will strengthen the feedback loop, ensure data-driven programme improvement, and reinforce the institution's commitment to educational excellence. These points if addresses properly could enhance the transparency, consistency, and effectiveness of the evaluation mechanism ensuring that programme improvements are systematically driven by robust outcome data.

#### **Evidences/Indicators**

- Panel interviews;
- SER;
- HEI website;
- Bachelor's program of governance;
- Bachelor's program of digital marketing;
- Master's program of environmental protection management;
- Learning outcomes assessment mechanisms.

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

**General suggestions of the cluster:** It is suggested that GIPA formalize and document a comprehensive PLO evaluation cycle in a more structured/transparent way for all cluster programmes especially for the bachelor ones. This should include the development of clear, field-appropriate direct and indirect assessment tools, regular benchmarking, and transparent reporting of findings. Additionally, the institution should ensure that all academic and visiting staff receive regular training on PLO evaluation methods and data-driven programme improvement.

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s): None**

**Suggestion(s):** It is suggested to introduce direct assessment methods such as portfolio reviews and scenario-based evaluations to better measure achievement of complex governance competencies. Establish a formal process for communicating evaluation results to all stakeholders, including students and external partners.

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s): None**

**Suggestion(s):** It is suggested to consider industry-standard digital marketing certifications or real-life practical projects as part of the assessment process to provide a direct measure of practical skills. Engage employers and alumni more systematically in reviewing and updating learning outcomes in response to evolving digital market trends and the fast-paced changing industry expectations.

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s): None**

**Suggestion(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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
- The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

## Cluster and individual evaluation



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

Based on the submitted documentation and on-site interviews, it is confirmed that the educational programs grouped within the cluster have been developed in accordance with the procedures established by Georgian legislation, which are aligned with the university's academic regulations.

Furthermore, on-site interviews confirm that the presented educational programs were developed based on market research demands, in consultation with external partners, and with consideration of the specific characteristics of the respective fields.

The curricula of the submitted programs have been designed with regard to both field-specific and transferable competencies relevant to the qualifications to be awarded. Each program includes defined admission prerequisites, and their content corresponds to the qualifications they confer.

### **Description and Analysis - Programme 1 (Governance BA, level VI)**

Based on the submitted documentation and on-site interviews, it is established that the Bachelor Programme in Governance at the Georgian Institute of Public Affairs (GIPA) is grounded in the institution's long-standing experience in teaching and research in the field of public administration. The program is designed to cultivate governance-related knowledge, practical skills, and a sense of responsibility, equipping individuals to manage changes relevant to the field of public administration within the framework of all six SIGMA principles of public administration. It provides graduates with opportunities for employment and advancement in relevant positions within the public sector, while also enhancing the potential to address public administration challenges beyond the public sector — including in non-governmental, private, and international organizations.

The aim of the Bachelor Programme in Governance is to provide students with a comprehensive understanding of the core theories, management principles, and innovative and effective tools of governance across all six dimensions of public administration: public administration organization, policy planning and coordination, human resource management, public service delivery, public financial management, and accountability and integrity. The program takes into account managerial, economic, legal, and political dimensions and draws on international best practices. Additionally, it develops students' ability to identify and address public administration challenges at both strategic and operational levels, using appropriate analytical tools in both team and individual settings.

The Bachelor Programme in Governance spans three years and consists of six semesters. In order to obtain the corresponding qualification, students must earn at least 180 ECTS credits. The curriculum comprises a combination of mandatory and elective courses.

Mandatory courses include both general transferable subjects and major-specific subjects. The core specialty courses develop student expertise in key areas such as public administration organization and strategic management, public policy analysis, policy planning and coordination, human resource management, public service delivery, public financial management, accountability and integrity, as well as other relevant fields. In addition to mandatory courses, the program offers elective major courses and free credits.

The structure of the educational programs grouped within the cluster consistently reflects all the essential components needed for students to develop the knowledge, skills, and competencies required for the qualification level awarded. This ensures the preparation of professionals aligned with labor market demands in the relevant field.

### **Description and Analysis - Programme 2 (Digital Marketing BA, level VI)**

The Bachelor's Program in Digital Marketing at the Georgian Institute of Public Affairs (GIPA) is well-structured and aligns with national standards and European frameworks, including the European Credit Transfer and Accumulation System (ECTS) and the legislation of Georgia. The program totals 180 ECTS credits and follows a coherent academic sequence suitable for the first cycle of higher education. The volume, complexity, and content distribution across six semesters correspond to the qualifications and expected outcomes at this level.

The program structure ensures a logical progression from foundational disciplines such as economics, marketing, and management, to advanced and practice-oriented modules including Digital Marketing in Action I & II, Project Design I & II, Startup Accelerator, and Digital Project Management. The integration of theory and practice throughout the learning cycle fosters the gradual development of relevant competencies in line with the program's qualification objectives.

Each course contributes meaningfully to the achievement of program-level learning outcomes, as demonstrated by the provided learning outcome matrix. The structure reflects an internal logic – core subjects are reinforced with electives, and practical courses culminate in internship modules (Practice I and II) and a Final Project, ensuring a holistic learning experience. The concentration in digital marketing is consistently aligned with the broader program learning outcomes and reinforces the field-specific competencies required for professional readiness.

In terms of individuality and specialization, the program offers unique features such as the Startup Accelerator, project-based learning modules, and courses focusing on UX design, web development, AI, and cybersecurity. These elements distinguish the program from general business degrees and respond well to the evolving demands of the digital economy. The design of the curriculum reflects modern scientific developments, with particular attention to topics like machine learning, data visualization, and digital performance metrics.

The program's internationalization aspects are present, albeit limited. Courses such as Global Digital Economy, English Language for Professional Communication, and modules integrating global case studies contribute to this dimension. However, the inclusion of international topics and strategies could be further systematized—such as through the use of international digital tools, engagement with global marketing platforms, or structured student mobility opportunities.

Although the Digital Marketing Bachelor's Program is a newly introduced program at GIPA, it is designed in accordance with the university's established quality assurance culture and internal procedures applied across all academic programs. The program's development has followed a collaborative process, engaging academic staff, invited professionals, and industry stakeholders to ensure relevance and responsiveness to market needs. As the program evolves, it is expected to integrate continuous feedback from students, employers, and alumni, in line with institutional practice. Moreover, practitioners from the field are already involved in the delivery of several modules and supervision of internships, laying a strong foundation for ongoing stakeholder engagement and long-term program sustainability.

Course syllabi and program information are publicly available through institutional platforms, which ensures transparency and accessibility for students and external stakeholders.

To summarize, the structure and content of the Digital Marketing Bachelor's Program at GIPA are in strong compliance with the national and European standards. The program demonstrates a clear and

logical progression, strong alignment of courses with qualification goals, stakeholder involvement, and applied orientation.

### **Description and Analysis - Programme 3 (Environmental Protection Management MA, level VII)**

The GIPA Master's Program in Environmental Management and Policy was established in 2016 as part of a project funded by the German International Cooperation Agency (GIZ). The program is based on the cooperation of actors such as: GIPA - Georgia Institute of Public Affairs, Ministry of Environment Protection and Agriculture, LEPL - Environmental Information and Education Center.

Based on the submitted documentation and on-site interviews, it was determined that in order to meet the high demand for professionals in this field in the labor market and to academically support the obligations assumed under the Association Agreement in the process of Georgia's integration with the European Union, in 2024 GIPA, together with its partners (the Committee on Environment Protection and Natural Resources of the Parliament of Georgia; the Ministry of Environment Protection and Agriculture of Georgia; LEPL - Environmental Information and Education Center; LEPL - National Forestry Agency; German Society for International Cooperation (GIZ); Environmental Consulting Company - Gamma Consulting), developed and launched a project for the sectoral characteristic of environmental management, the aim of which was to add the qualification "Master of Environmental Management" to the classifier of fields of study.

The duration of the program is 2 academic years (4 semesters) and includes 120 (ECTS) credits (3000 hours in total). The GIPA Master's Program in Environmental Management consists of academic (95 ECTS) and research components (25 ECTS).

Based on the submitted documentation and on-site interviews, it was determined that the research component of the program is implemented in accordance with the rules for planning, implementing and evaluating the research component of the Master's degree educational programs of the GIPA - Georgia Institute of Public Affairs. The research component of the program includes work on a master's thesis. A master's thesis is a student's individual, independent, original research. The students' master's theses analyze foreign scientific articles in the field.

The learning outcomes of the program are complex, consistent with the program objectives, sector specifics and labor market requirements, as well as the description of level VII of the National Qualifications Framework, as well as the sectoral document for higher education in environmental management.

The academic components of the Master's Program in Environmental Management aim to develop the master's degree student's sectoral and methodological expertise in the field of environmental management by developing relevant knowledge, skills and responsibilities, which is achieved through the provision of compulsory and elective courses and a research component within the program.

The Master's Program in Environmental Management provides a systematic study of management issues in the fields of environmental protection (protection of atmospheric air, water, land, subsoil and biodiversity, use and reproduction of natural resources, waste regulation, chemical safety, nuclear and radiation safety), in-depth mastery of specific management tools by synthesizing managerial, legal and economic perspectives, in order to promote the training of personnel with qualified managerial skills in the field of environmental management.

The topics of the Master's Program in Environmental Management cover the environmental priorities of the European Union and are focused on developing relevant in-depth knowledge, skills, and responsibility and autonomy within the following areas: environmental protection and conservation, green economy, environmental governance mechanisms, environmental democracy, circular economy, and low-emission and climate-resilient development.

According to the submitted documents, it is established that the content of the program, in accordance with the characteristics of the field of study and the level of the program, takes into account the main issues of internationalization. Also, the program's courses offer students foreign language literature.

During the implementation of the Master's degree program in Environmental Management, the student's level of achievement of learning outcomes is assessed in accordance with the assessment system approved by Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007, "On the Rules for Calculating Credits for Higher Educational Programs".

The structure and content of the program reflect foreign best practices. According to the similarity analysis document of the presented programs and the on-site interview, the GIPA Master of Environmental Management program corresponds to the following foreign programs: University of Edinburgh Master of Environmental Management - Jagiellonian University; Master of Environmental Management - University of Stuttgart; Environmental Management - University of York, Lancaster University, Open University; Master of Environmental Management programs of the University of Stirling; London School of Economics and Political Science, Master of Environmental Policy and Regulation.

Thus, the structure of educational programs grouped in a cluster consistently reflects all the mandatory issues that are necessary for the student to develop the knowledge, skills and competencies that ensure the granting of the appropriate level of qualification in the relevant field and the training of professionals tailored to the demands of the labor market.

#### **Evidences/Indicators**

- Bachelor Programme in Governance and syllabi;
- Bachelor Programme in Digital Marketing and syllabi;
- Master's Programme in Environmental Protection Management and syllabi;
- On-site visit;
- Regulations for planning, implementing, and evaluating the research component of Master's programmes;
- Rules regulating the educational process;
- Quality assurance manual;
- Mechanisms for assessing learning outcomes of educational programs.

**General recommendations of the cluster: NONE**

**General suggestion of the cluster: NONE**

### Recommendations and Suggestions according to the programmes:

#### Programme 1 (Governance BA, level VI)

**Recommendation(s):** NONE

**Suggestion(s):** NONE

#### Programme 2 (Digital Marketing BA, level VI)

**Recommendation(s):** None

**Suggestion(s):**

1. It is suggested to further strengthen the program's internationalization dimension by incorporating more structured international components, such as collaboration with global institutions, virtual mobility, or embedded international case studies.

#### Programme 3 (Environmental Protection Management MA, level VII)

**Recommendation(s):** NONE

**Suggestion(s):**

1. It is suggested to indicate in the program description how many weeks the academic year consists of, how many weeks a semester consists of, and how many academic and exam weeks are included in the program.

### 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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

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

ensure the achievement of the learning outcomes of the programme.

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

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### **Cluster and individual evaluation**

The submitted documentation and the on-site visit confirm that the objectives of the educational programs grouped within the cluster are aligned with the learning outcomes of the programs. These outcomes are, in turn, clearly reflected and broken down in the objectives and learning outcomes of each individual course.

Moreover, the learning outcomes in each course are formulated according to *Bloom's Taxonomy of Educational Objectives*, which ensures both the attainability and measurability of these outcomes.

At the university, one credit equals 25 astronomical hours, which include both contact and independent learning hours. In distributing these hours, consideration is given to the volume and complexity of preparatory tasks required within the course, as well as to the teaching and learning methods and the amount of literature assigned within the syllabus.

The required literature and other instructional materials listed in the syllabi of the presented programs correspond to the appropriate academic level and the learning outcomes of each course.

However, it would be beneficial for the course syllabi to include more up-to-date and contemporary literature, to allow students access to the latest research relevant to their field of study.

### **Description and Analysis - Programme 1 (Governance BA, level VI)**

The presented Bachelor Programme in Public Administration offers students 32 mandatory courses. The program includes courses such as *Introduction to Public Administration, State Structure, Fundamentals of Management and Governance Principles in the Public Sector, Public Administration Reform Practices and Best Cases, Public Finance and Budget Management, Organization and Management of Local Self-Government, Administrative Law, Public Sector Operations*, and others.

In addition to mandatory courses, the Bachelor Programme in Public Administration offers students field-specific electives, free elective components, and practical training. Altogether, these elements provide students not only with theoretical knowledge but also with practical skills.

### **Description and Analysis - Programme 2 (Digital Marketing BA, level VI)**

The academic courses within the Bachelor's Program in Digital Marketing at GIPA demonstrate a generally sound alignment with the program-level learning outcomes. The learning outcomes for most core subjects—including Digital Marketing in Action I & II, Project Design I & II, Startup Accelerator, Information Technology and Web Development, and Digital Project Management—reflect an appropriate level of complexity and contribute meaningfully to the overall competencies expected from graduates.

Each course syllabus outlines learning outcomes that are conceptually consistent with the program's overarching objectives in terms of knowledge, skills, autonomy, and responsibility. For instance, courses such as Digital Marketing in Action and Startup Accelerator focus on practical, strategic, and data-driven decision-making, which clearly supports the program's goals of developing applied marketing competencies. Similarly, Project Design II and Digital Project Management foster student capacity in UX,

digital production, and campaign planning—key components of professional readiness in the digital economy.

The content of individual academic courses corresponds to their stated learning outcomes. Courses are designed with applied and contemporary learning materials, and practical outputs—such as campaign projects, user experience evaluations, or programming tasks—are generally well-integrated into coursework. However, across several syllabi (e.g., Project Design II, Information Technology and Web Development II, and Practice I & II), the explicit linkage between learning outcomes and assessment components is either missing or insufficiently detailed. In these cases, while tasks are described and evaluation rubrics are present, it is not always clear which task assesses which outcome or how assessment criteria correspond to performance expectations at various achievement levels.

In terms of credit distribution and contact hours, the program complies with ECTS standards, and the workload per course (ranging from 5 to 10 ECTS) aligns with the complexity, scope, and learning activities of each subject. For example, the workload for courses like Information Technology and Web Development II (8 ECTS) and Startup Accelerator (10 ECTS) is justified by the technical and project-based demands. The ratio of contact to independent hours is appropriate and reflects the specific nature of each course (e.g., higher contact hours for technical instruction, more independent hours for final projects and practice modules).

During the review of course syllabi, it was observed that the referencing of compulsory literature is inconsistent across the program. In certain cases, such as the *Project Management* course, the literature cited does not follow a standardized academic referencing style. Key bibliographic details, including publication year, edition, or full identification of the source, are either missing or insufficiently specified, making it difficult to verify or locate the materials.

Additionally, while some courses, such as Consumer Behavior, include relatively recent sources (e.g., a 2022 publication), others rely on older core literature without clear justification. For instance, in Branding, the most recent core reference dates back to 2013, with supplementary texts from 2012 and 2017. Similarly, the latest indicated source for Sales Management is from 2018, and for Integrated Marketing Communication, also from 2018.

These patterns suggest that although individual instructors may incorporate relevant materials, the overall approach to literature selection and citation could benefit from greater coherence and regular updating—particularly in subject areas that evolve rapidly due to technological and market developments. Enhanced consistency in the referencing format and more recent, well-identified sources would strengthen the academic foundation and relevance of the program's learning resources.

It is worth noting that during interviews conducted with academic staff, the course leaders acknowledged these issues and confirmed their intention to revise and update the syllabi in the near future, ensuring better alignment with contemporary academic standards and market needs.

In conclusion, the academic courses in GIPA's Digital Marketing Bachelor's Program are well-aligned with program learning outcomes, and the curriculum reflects a meaningful combination of theory and practice. Credit allocation and workload distribution are appropriate and in line with ECTS standards. However, several course syllabi would benefit from improved clarity in assessment structures, more explicit alignment of tasks with learning outcomes, and updated compulsory literature that better reflects the latest trends and research in digital marketing and technology.

### **Description and Analysis - Programme 3 (Environmental Protection Management MA, level VII)**

The learning outcomes of the core learning area courses included in the GIPA Master's Program in Environmental Management are consistent with the learning outcomes defined by the program, and thus, their unity ensures the achievement of the learning outcomes set by the program.

However, considering the first goal and outcomes of the program, it is important to strengthen the teaching of modern concepts, theories, and fundamental principles related to the field of management by offering a course in the program such as “Modern Concepts and Methods of Management”.

The Master of Environmental Management educational program documents present a developed learning outcomes map that defines the contribution of the course to achieving a specific learning outcome of the program. Each mandatory course in the core curriculum area meets at least one learning outcome of the program.

The learning outcomes map of the program provides information about which training course ensures the achievement of a specific learning outcome and to what degree, high, medium or low. It also takes into account the practical component - P (Practical application of knowledge/research). It is possible that the training course is held at the level of development and practice (DP) or deepening and practice (MP).

Each course of study develops learning outcomes at the level of introduction, deepening and reinforcement. Overall, it can be said that a logical connection is observed between subjects and learning outcomes. However, we find a relationship that needs to be refined. Refinement is needed both in terms of the relationship between courses of study and learning outcomes, as well as the level at which a specific course of study develops a specific learning outcome.

For example, the relationship between the (MP) training course “Environmental Audit and Monitoring” and the third learning outcome “will develop relevant strategies, environmental protection plans, programs and projects, and recommendations for reducing and eliminating environmental problems/risks in relevant areas of environmental protection based on the principles of public policy analysis (policy documents) and the principles of effective use of human, financial, informational, technological and material-technical resources” is unclear.

The university's reasoned position is taken into account – It is important to assess the achievement of each learning outcome of the course/subject in the program. However, it should be noted that in some parts of the learning components, the assessment of the learning outcome - responsibility and autonomy is less achievable and measurable. (For example, it is vague in the subjects: Green and Circular Economy; Strategic Management - Policy Planning, Coordination and Performance Management; Low-Emission and Climate Resilient Development - Global Climate Change and Policy Management; Forest Resources Management; Waste Management).

Courses with complex learning outcomes and/or large-volume courses that require a large number of work hours to achieve the learning outcomes are assigned a relatively large number of credits within the program and, accordingly, a large number of work hours (total contact and independent hours). The courses offered to master's students in the Master's Program in Environmental Management have an adequate ratio of work hours.

The educational component of the Environmental Management Program curriculum - "Strategic Management - Policy Planning, Coordination and Performance Management" includes 10 ECTS, 250 hours, contact hours - 36 hours, including: lecture/seminar 30 hours 1/1; midterm exam - 3 hours; final exam - 3 hours; independent work - 214 hours. It is worth noting that this component meets 4 program outcomes (3,4,7,8). Also, the training course "Environmental Management Tools: Environmental Impact Assessment, Environmental Assessment, Environmental Impact Assessment". Includes 10 (ECTS) 250 hours, contact hours: 42 hours 1/1, including: lecture/seminar - 33 hours. Presentations - 3 hours, midterm exam - 3 hours, final exam - 3 hours, independent work - 208 hours. This course also meets 6 program learning outcomes (1, 2, 3, 4, 6, 7) with a high degree of achievement. It would be useful to



review the volume of contact and independent work hours in relation to the above-mentioned training courses.

The program's courses ("Strategic Management - Policy Planning, Coordination and Performance Management" - 10 ECTS and "Environmental Management Tools: Environmental Impact Assessment, Environmental Impact Assessment, Environmental Impact Assessment" - 10 ECTS) are not student-oriented to the extent that a large number of hours are devoted to independent work (214 hours). The goals and outcomes, as well as the content, teaching and learning methods and activities (discussion/debate - case study - role/simulation games - idea generation - practical work, collaborative learning - demonstration method); as well as assignments and literature. The study syllabi clearly show that case analysis, situational learning and group assignments, demonstration/show, sharing of experience, etc. are preferable for the student to master the subject and achieve the results.

The course "Strategic Management - Policy Planning, Coordination and Performance Management" consists of 12 study weeks: the 8th week is a midterm exam, and the 12th week is a presentation. We believe that 10 study weeks, contact hours are not relevant for achieving the outcomes.

It should also be noted that the outcomes in the training courses are not formulated in such a way that the student must work independently on the issues being discussed (research material).

Interviews with employers during the on-site visit confirm that it is important to offer "professional practice" courses to master's students, which will strengthen their practical skills in a real work environment and develop practical skills in terms of applying the acquired theoretical knowledge in a specific situation.

It is recommended to expand the practice facilities and update the memorandums in line with the number of students, ensuring adequate opportunities for practical training. Integrate fieldwork in protected areas of Georgia into the field practice course and establish structured cooperation with the Agency for Protected Areas.

This issues have been fixed in the study program - according to the curriculum, the course "Biodiversity Management and Conservation" is a second semester course, although according to the syllabus it is in the third semester. The same applies to the course "Strategic Management - Policy Planning, Coordination and Performance Management", which is presented in the syllabus as a second semester course, while according to the curriculum it covers the third semester. It is desirable to correct the shortcomings.

#### **Evidences/Indicators**

- On-site Visit interviews;
- Bachelor's Program and Syllabi in Governance;
- Bachelor's Program and Syllabi in Digital Marketing;
- Master's Program and Syllabi in Environmental Protection Management.

**General recommendations of the cluster:** NONE

**General suggestions of the cluster:**

It is suggested that the literature listed in the course syllabi be updated.

### Recommendations and Suggestions according to the programmes:

#### Programme 1 (Governance BA, level VI)

**Recommendation(s):** NONE

**Suggestion(s):** NONE

#### Programme 2 (Digital Marketing BA, level VI)

**Recommendation(s):**

- It is recommended to update course syllabi with more recent and relevant literature, ensure consistency in referencing style, and align reading materials with course objectives and current industry developments.

**Suggestion(s):** None

#### Programme 3 (Environmental Protection Management MA, level VII)

**Recommendation(s):**

1. It is recommended to improve the logical relationship between learning outcomes and training courses.
2. It is recommended to review the distribution of contact and independent work hours in the study courses. How realistic is it to achieve quality learning outcomes in the subjects: "Strategic Management - Policy Planning, Coordination and Performance Management" (10 ECTS); "Environmental Management Tools: Environmental Impact Assessment" (10 ECTS).
3. It is recommended to offer a "professional practice" course to students to strengthen practical skills.
4. It is recommended to expand the practice facilities and update the memorandums in line with the number of students, ensuring adequate opportunities for practical training. Integrate fieldwork in protected areas of Georgia into the field practice course and establish structured cooperation with the Agency for Protected Areas.

**Suggestion(s):**

1. It is suggested to study some field subjects in English, taking into account the structure and content of the program;
2. It is suggested to add a course – "Modern Concepts and Methods of Management".

### 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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

#### Cluster and individual evaluation

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

The prerequisites and procedures for admission to the programs comply with applicable legislation; the prerequisites for admission to the programs are logically related to the programs' outcomes, content of study, level, qualification and language of instruction.

The program defines detailed conditions for enrollment without passing the Unified National Exams and Common Master's Exams, as well as for mobility.

The prerequisites for admission to the program take into account the specifics of the programs, ensure the inclusion of individuals with the necessary knowledge, skills and competencies to complete the program, thereby ensuring the continuous conduct of the educational process. The selection of the admission contingent for the programs is carried out in accordance with Appendix No. 3 to the Order of the Minister of Education and Science of Georgia of February 18, 2011 N19/N on Approval of the Regulations for Conducting Unified National Exams and the Rules for the Distribution of State Educational Grants.

The HEI has developed a methodology for planning the number of students for the educational program, which takes into account the specifics of the program, human and material, and financial resources. For this purpose, GIPA determines the admission contingent based on the methodology for planning the number of students before the start of each academic year. During the interview with the self-assessment group, it was noted that the aforementioned document defines specific target indicators according to which the admission contingent is planned. The institution presented a document on the methodology for planning the number of students for the educational program, which was additionally requested during the accreditation visit.

During the interview process, in relation to bachelor's programs, a question was raised regarding the regulation of cases when students have a high level of English language proficiency. The head of the program noted that in this case, they join the next level group, or if the student has achieved the level of English language proficiency required by the program, they are given the opportunity to register for elective courses or modules. Since the English language module is among the mandatory courses, it is desirable to offer another foreign language in such cases. However, it should be noted that the learning outcomes of the programs do not emphasize the achievement of the English language proficiency result and other elective courses may be offered.

Information about the prerequisites for admission to the programs is posted on the university website, in the information directories on the Unified National Exams. Also, interested persons have the opportunity to obtain information about the specifics of the programs at the Open Day and educational exhibitions organized by the university. Accordingly, the prerequisites and procedures for admission to the program are fair, public and accessible.

#### **Description and Analysis - Programme 1 (Governance BA, level VI)**

A person with a state certificate/attestation confirming complete general education or an equivalent document is entitled to enroll in the Bachelor of Governance educational program based on the results of the Unified National Exams. A person interested in enrolling in the program must pass the following subjects within the framework of the Unified National Exams: Georgian language and literature; English language (minimum competency threshold 60% of the maximum assessment); one of the elective subjects (mathematics/history/civic education/geography) provided for in Appendix No. 3 to the Order of the Minister of Education and Science of Georgia of February 18, 2011 N19/N on approving the Regulations for Conducting Unified National Exams and the Rules for Distributing State Educational Grants).

The program defines detailed conditions for enrollment without passing the Unified National Exams, as well as through mobility.

The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes.

Admission of students to the programme is in compliance with the methodology of student body planning. Programme admission preconditions are fair, public and accessible on the web of the University

During the interview process with administration representatives, it was clarified that in case of accreditation of the program, the admission quota for the first year was set at 40.

### **Description and Analysis - Programme 2 (Digital Marketing BA, level VI)**

A person with a state certificate/attestation confirming complete general education or an equivalent document is entitled to enroll in the Digital Marketing Bachelor's Program based on the results of the Unified National Exams. A person interested in enrolling in the program must pass the following subjects within the framework of the Unified National Exams: Georgian language and literature; English language; one of the elective subjects (mathematics, history) provided for the marketing qualification by Appendix No. 3 to the Order of the Minister of Education and Science of Georgia of February 18, 2011 N19/N on the approval of the Regulations for the Conduct of Unified National Exams and the Rules for the Distribution of State Educational Grants.

The program defines detailed conditions for enrollment without passing the Unified National Exams, as well as through the mobility rule. The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes. Admission of students to the programme is in compliance with the methodology of student body planning. Programme admission preconditions are fair, public and accessible on the web of the University.

During the interview process with administration representatives, it was clarified that in the case of accreditation of the program, the admission quota for the first year was determined at 30.

### **Description and Analysis - Programme 3 (Environmental Protection Management MA, level VII)**

The Master of Environmental Management program is open to anyone with a bachelor's degree or equivalent academic degree who has received an academic degree in public administration, social and behavioral sciences, education, business administration, management or law, exact and natural sciences and wishes to deepen their knowledge in the field of environmental management. Accordingly, the necessary prerequisites for enrollment in the master's program are:

- 1) Bachelor's degree or equivalent in the aforementioned fields;
- 2) Passing the general master's exam;
- 3) English language proficiency at B2 level: Master's degree candidates are required to have English language proficiency at B2 level, which must be confirmed by an internal university exam or an international certificate confirming English language proficiency (TOEFL (P/B 513 score; I/BT 87 score);

IELTS (5.5 Band); FCE; BEC Vantage; PTE (General level 3); PTE Academic (59p); Michigan ECCE). A master's degree candidate is exempted from the English language exam or the obligation to submit a relevant certificate if he or she has completed a master's or bachelor's degree program in English in Georgia or abroad.

4) A field exam, the purpose of which is to assess the applicant's knowledge in the field of environmental management and determine the relevance of the applicant's skills to the master's program. A list of field questions, along with a sample English language test, is posted on the university website.

The program defines detailed conditions for enrollment without passing the general master's exams, however, the possibility of using the mobility rule is not presented.

During the interview with the administration representatives, it was clarified that in case of accreditation of the program, the admission quota for the first year was determined at 30.

### **Evidences/Indicators**

- Bachelor Programme in Governance
- Bachelor Programme in Digital marketing
- Master Programme in Environmental Protection Management
- Program Syllabuses
- Student Enrollment Planning Methodology
- Interviews with Program Directors, Administration Representatives
- Self-Assessment Reports
- University Website

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

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

It is suggested that the program provide detailed information about the assessment tool for checking Georgian language proficiency for students enrolled without passing the unified national and common master's exams specified by the program.

It is suggested that bachelor's programs indicate how the institution regulates the case if a student has achieved the level of English language proficiency specified by the bachelor's programs before completing the English learning component of the corresponding level.

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

##### **Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None.

**Suggestion(s):** None.

**Programme 2** (Digital Marketing BA, level VI)

**Recommendation(s):** None.

**Suggestion(s):** None.

**Programme 3** (Environmental Protection Management MA, level VII)

**Recommendation(s):** None.

**Suggestion(s):**

It is suggested to write in the program the possibility of continuing studies in the program in accordance with the rules for transferring from one higher educational institution to another, approved by the order of the Minister of Education and Science of Georgia of February 4, 2010 N10/n.

## Evaluation

<b>Component 2.1 Programme admission preconditions</b>	<b>Complies with requirements</b>	<b>Substantially complies the requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

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

The programs, in accordance with the learning outcomes and level, provide students with the development of practical skills, as well as the development of scientific research skills and involvement in scientific/research projects.

In the study courses of the programs, along with the theoretical part, teaching and learning methods that promote the development of practical skills are presented, such as: presentation, project writing, data processing and analysis, oral and written assignments. A clear emphasis is placed on the features of the programs.

The institution has presented memoranda with practice facilities and employers. Memoranda for the Bachelor of Public Administration and Bachelor of Environmental Management programs, for which a mandatory industrial practice component is not specified. These memoranda are focused on various goals of cooperation, such as research, training and development, training of employees of the employing company, organization of events, consultations, activities related to the development of the program. Employers confirmed that these activities are actively underway. The memorandums signed within the framework of the "Digital Marketing" bachelor's program reflect the goals of cooperation, the duration of the internship and the number of students accepted for the internship.

The internship component includes a variety of teaching-learning and assessment methods: During internship 1, assignments 1-17 Homework 1-12 Assignment 18-23 Midterm project 1 Midterm project 2 Presentation Midterm presentation Midterm project 3 Final project.

During internship 2 - assignments 1-6 Assignment 7 Quiz Project 1 Homework 1 Homework 2 Project 2 Case analysis 1 Case analysis 2 Project 3 Assignment 8-14 Final project.

It was confirmed with the students and graduates of the related program that during the internship and when completing the research project, the student is supervised by a qualified person in the field, who evaluates Student activity. In addition, the master's theses of students of the additional requested specialties were checked. The works correspond to the standards of academic writing. It is finally evaluated by the sectoral commission.

During the interview process, it was noted that the university has implemented the practice of financing internal university research, and students of the bachelor's/master's/doctoral level can participate in research projects.

The budgets of the programs reflect the funds allocated to the student fund, which are spent on master classes, study tours and activities, and student benefits. The fund for the programs is growing.

During the interview with the students, it was noted that they are informed about the anti-plagiarism program, although they could not specify the percentage of text matching.

During the interview process with employers, it was confirmed that graduates are accepted for paid internships and have employees. It was noted that students are distinguished by such skills as: multi-faceted perception of the problem, analytical thinking, time management, prioritization of tasks, etc..

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

##### **Description and Analysis - Programme 1 (Governance BA, level VI)**

The following courses provide for the development of practical, research and transferable skills: "Academic Writing", "Management Laboratory (Levels 1 and 2)", "Qualitative Research Skills", "Effective



Communication Skills", "Data Analysis and Quantitative Research Methods", "Public Governance Research Project".

The university cooperates with professional networks such as NASPA, NISPAcee, NISPA. Student involvement in various simulations and debates in the field of public governance provides them with the opportunity to develop practical skills through extracurricular activities.

The university supports the funding of student travel grants. For example, in 2020, 5 students from the School of Governance were funded to travel to the Central European University in Budapest for the NB Student Simulation Competition organized by NASPAA. Also, funding for a participant in the global student simulation competition "NASPAA-Batten 2020", where a GIPA student took second place. This type of support contributes to the development of practical and transferable skills.

The student fund in the program budget is increasing from 7,300 GEL to 21,400 GEL.

### **Description and Analysis - 2 (Digital Marketing BA, level VI)**

The program is loaded with components focused on developing practical and transferable skills, such as: "Computer Skills", "Marketing Laboratory 1" and "Marketing Laboratory 2", "Data Analysis and Modeling 1", "Data Analysis and Modeling 2" and "Data Analysis and Modeling 3", "Project Design 1", "Project Design 2", "Information Technologies and Web Development", "Practical Business Analysis", "Research Methods", "Marketing Research", "Startup Accelerator", "Digital Project Management", "Practice 1" and "Practice 2", Final Project",

The development of practical and research skills begins from the first year in the component "Marketing Laboratory 1". Students are guided by senior students of the same program. When working together, their functions are distributed according to the level of knowledge and skills: freshmen perform information retrieval, grouping, etc., and seniors - analysis, financial calculations. Finally, they develop a group project/business plan, which is presented publicly.

The components of the aforementioned program are: "Practice 1 - Digital Marketing in Action" and "Practice 2 - Digital Project Management and Project Design". In the syllabus package, the latter is presented under the name "Digital Marketing in Action 2". For students of the same program, practice - "Digital Marketing in Action"/"Practice 1" and "Practice 2" - is a mandatory component in companies of the relevant profile, with which the institution has signed memoranda. Their goals and results are different. The student applies theoretical knowledge in practice and consolidates knowledge. The goal of the "Digital Marketing in Action 1" course is to teach students digital marketing in action, in order to properly plan, implement and analyze online marketing campaigns. The goal of the "Digital Marketing in Action 2" course is to teach students the capabilities of mobile marketing and banner advertising, as well as to develop the skills of the student so that they can come up with an appropriate concept, define a strategy and launch an advertisement on the network. [The university has presented a syllabus, the name of which is appropriate for the program. Specifically, Practice 2 in Digital Project Management and Project Design. The gap has been eliminated.](#)

During communication with employers, it was noted that these components of the practice should be implemented in the future and there is no complete information about the evaluation components.

The student fund in the program budget is increasing from 10,000 GEL to 20,000 GEL.

### **Description and Analysis - Programme3 (Environmental Protection Management MA, level VII)**

Courses for the development of practical, scientific/research and transferable skills: "Academic Writing", "Quantitative and Qualitative Research Methods", "Project Management and Effective Communication in Environmental Management", "Master's Research Design", "Master's Thesis".

During the interview process, the management noted that programs in the field of environmental management pay great attention to the development of research skills. In this regard, the "Environmental Management" master's program is oriented towards students developing qualitative and quantitative and/or mixed research skills in depth. This is ensured by research and analytical activities integrated into various study courses.

Practice in the enterprise is not specified in the program, although as noted during the interview with the managers, students are interested in more practice. Based on the results of the program and the name of the program, it is advisable to offer a mandatory internship component within the program and develop relevant memoranda with state and private companies that operate in environmental management.

During the accreditation visit, master's theses completed by students of related specialties were requested, which meet the standards of academic writing and the requirements specified in the master's regulations. The student fund in the program budget increases from 1,500 GEL to 2,100 GEL.

#### **Evidences/Indicators**

- Bachelor Programme in Governance
- Bachelor Programme in Digital marketing
- Master Programme in Environmental Protection Management
- Program Syllabuses
- Interviews with Program Developers
- Self-Assessment Reports
- Memoranda with Employers
- University Website
- Master's Theses
- Interviews with Students and Graduates of Related Programs

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None.

**Suggestion(s):** None.

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):**

It is suggested to conduct trainings with employers regarding the evaluation of the practice components of the program

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s):** None.

**Suggestion(s):**

It is suggested to reflect the internship component in the enterprise in the program by providing relevant memoranda.

## 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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.3. Teaching and Learning Methods

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

### Cluster and individual evaluation

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

The teaching methods of each course/subject of the programs correspond to the level of education, course/subject content, learning outcomes, and requirements of the field characteristic (if any) and ensure their achievement; in particular, the teaching-learning methods of the Master's Program in

Environmental Management contribute to the achievement of the learning outcomes of the educational program, the mastery of specific material, and the development of specific skills and responsibilities and are in accordance with the relevant assessment approaches and criteria approved by the Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rules for Calculating Higher Education Programs by Credits", subject to the obligation of in-depth feedback with students by academic and invited personnel. The teaching and learning methods presented within the framework of the Master's Program in Environmental Management are based on best practices and experience in developing competencies related to the field of environmental management and are implemented using the following common methods: induction, deduction, analysis, verbal method, demonstration method, presentation, practical work, group work, project-based study, problem-based study, learning by doing, case study, simulation study, discussion/debate, e-learning, etc. Similar methods are used in the teaching and learning of the Bachelor's programs in "Digital Management" and "Public Governance". The methods contribute to the achievement of the learning outcomes of the educational program, the mastery of specific material and the development of specific skills and responsibilities and are in accordance with the relevant assessment approaches and criteria approved by the Order of the Minister of Education and Science of Georgia of January 5, 2007 No. 3 "On the Rules for Calculating Higher Education Programs by Credits" subject to the obligation of academic and invited staff to provide in-depth feedback to students. Specifically, the teaching and learning methods presented within the framework of the Bachelor of Governance educational program are based on best practices and experience in developing competencies related to the field of public governance.

Teaching and learning methods ensure the active involvement of students in the learning process, interaction between staff and students, and thus students, taking into account the participation of students in the learning process with due autonomy and responsibility and are aimed at the development of various skills by students, including critical and analytical skills;

Teaching and learning methods are flexible and take into account the individual needs of students. During the accreditation interviews, it was noted that, if necessary, an individual program is used, tailored to the interests and level of academic preparation of the student.

During the interview with the students, it was noted that they are informed about the anti-plagiarism program, although they could not specify the percentage of text matching

If necessary, the university provides electronic/distance learning with teaching methods relevant to the field of study of the program that do not lead to changes in the goals and learning outcomes of the program.

### **Evidences/Indicators**

- Bachelor Programme in Governance
- Bachelor Programme in Digital marketing
- Master Programme in Environmental Protection Management
- Programs Syllabuses
- Interviews with individuals involved in program development
- Self-assessment reports
- Memoranda with employers
- Master's theses

**General recommendations of the cluster:** It is recommended to increase awareness among students about the work of the anti-plagiarism program.

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

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None.

**Suggestion(s):** None.

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):** None.

**Suggestion(s):** None.

**Programme 3 (Environmental Protection Management MA, level VII)**

**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 (Governance BA, level VI)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

**2.4. Student Evaluation**

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

## Cluster and individual evaluation

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

Based on the analysis of the self-evaluation report, supporting documentation, and interviews conducted during the site visit, three educational programme clusters—Governance (BA), Digital Marketing (BA), and Environmental Management (MA)—were reviewed. The evaluation confirmed that the standards and mechanisms for student assessment across these programmes fully align with the accreditation requirements. The university demonstrates a high level of effectiveness in implementing this component, ensuring a robust and consistent approach to student assessment. Furthermore, the methodologies described in the self-evaluation report were corroborated through interviews, confirming the institution's systematic and efficient practices.

While the overall content design and learning outcome structure are sound, the review of several core syllabi (e.g., Digital Project Management, Project Design II, Information Technology and Web Development II, Practice I & II) revealed a common challenge: the assessment methods, though comprehensive, are often presented in overly complex or fragmented ways. These could be simplified and better mapped to the stated learning outcomes to enhance transparency and accessibility for students. To further enhance the clarity and learner-centeredness of the program it is suggested to improve the clarity and simplicity of the assessment systems in key practice-based and technical courses—such as Digital Project Management, Project Design II, Information Technology and Web Development II, and the Practice modules—by streamlining rubrics, making evaluation criteria more accessible, and explicitly mapping assignments and evaluations to the intended learning outcomes.

#### Evidences/Indicators

- Self-evaluation report (SER), the enclosed documents and site-visit;

**General recommendations of the cluster:** None

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

1. It is suggested to improve the clarity and simplicity of assessment criteria and methods in course syllabi to ensure better transparency and student understanding.

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

##### **Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):** None

##### **Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3** (Environmental Protection Management MA, level VII)

**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
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

### 3.1 Student Consulting and Support Services

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

relevant information and recommendations from those involved in the programme.

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### Cluster and individual evaluation

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

The programme ensures the development of a student-centered environment through the provision of relevant academic and support services. It offers diverse activities that foster student engagement in both local and international projects, thereby enhancing their academic and professional growth. High-quality academic supervision and guidance are provided to master's students, ensuring effective individual support. The analysis of the self-evaluation report, supporting documents, and interviews confirmed that the programme effectively implements student consulting and support mechanisms. The feedback provided in the evaluation report was substantiated during the interviews. Notably, the 2024 student survey revealed that 88.4% of respondents either fully or partially agreed that the programme coordinator offers adequate consultation. This is a positive outcome that reflects a high level of student satisfaction, supported by concrete evidence.

The university administration ensures the provision of essential student services, including access to necessary furnishings, issuance of student status documentation, academic records, and other relevant paperwork. Additionally, through the electronic learning management system and the university's official website, students can easily access information regarding academic and examination schedules, course syllabi, and learning outcome assessments.

Programme coordinators play an active role in keeping students informed about various developments, such as schedule changes, upcoming academic, scientific, and athletic events, exchange opportunities, and available funding options for studies.

#### Evidences/Indicators

- Self-evaluation report (SER), the enclosed documents and site-visit;

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

**Programme 1** (Governance BA, level VI)

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 2** (Digital Marketing BA, level VI)



**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s): None**

**Suggestion(s):** It is suggested that more contact with the private sector, NGOs, as students could gain more diversified experience and practices from the course. The number of memoranda targeted at the programme should be increased for the same reason. To enhance the relevance and practical impact of the programme, it is recommended to establish Memoranda of Understanding (MOUs) with private sector organizations. Such partnerships would facilitate their involvement in shaping the content and direction of future courses, ensuring that the programme is better aligned with the country's current and emerging environmental challenges.

**Evaluation**

<b>Component 3.1 Student consulting and support services</b>	<b>Complies with requirements</b>	<b>Substantially complies the requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**Cluster and individual evaluation**

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

At the master's level, students receive comprehensive support from their academic supervisors. Notably, supervisors frequently engage students in joint scientific activities, fostering research collaboration and enhancing academic productivity. This opportunity is well-communicated to students, contributing to increased awareness and motivation. The thesis preparation process is student-centered and guided by highly qualified professionals with both academic and practical expertise, ensuring effective and high-quality scientific supervision. From the additional document requested by the expert group, 8 master's

thesis supervisors are listed among the program staff. From the interview, 13 master's students are currently in the graduation stage.

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 1 (name, level)<sup>7</sup></b>	
Number of master's/doctoral theses supervisors	<b>8</b>
//Number of doctoral thesis supervisors	-
Number of master's students	<b>37</b>
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	<b>4.6</b>
Ratio - supervisors of doctoral theses/doctoral students	-

#### **Evidences/Indicators**

- Self-evaluation report (SER), the enclosed documents and site-visit;

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):** None

**Suggestion(s):** None

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

**Programme 3 (Environmental Protection Management MA, level VII)****Recommendation(s): None****Suggestion(s): None****Evaluation**

<b>Component 3.2. Master's and Doctoral Student Supervision</b>	<b>Complies with requirements</b>	<b>Substantially complies the requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>3. Student Achievements, Individual Work with them</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Providing Teaching Resources**

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

**4.1 Human Resources**

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff

ensure programme sustainability.

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
  - Programme students are provided with an adequate number of administrative and support staff with relevant competence.
- 

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

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

The academic staff at the Georgian Institute of Public Affairs (GIPA) consists of professors, associate professors, assistant professors, and assistants, all of whom have been appointed through an open competition process. The qualifications of the academic staff and invited lecturers involved in the programs correspond to their positions and responsibilities. This implies that they possess the knowledge, experience, and competencies necessary to deliver the learning outcomes defined by the programs.

The qualifications of both academic and invited staff are supported by their scientific publications and practical projects. It is also noteworthy that the qualifications of the invited lecturers are confirmed by their demonstrated knowledge, experience, and competence aligned with the expected learning outcomes of the respective programs. Given the specific nature of the master's programs, each student is supervised by a field expert with research experience and the necessary supervisory competence. Additionally, many program participants have extensive practical experience alongside their academic backgrounds, which enriches students' theses both scientifically and in terms of practical applicability.

When selecting invited lecturers, the evaluation process considers education, teaching experience, and practical expertise. Each candidate undergoes a document review and delivers a trial lecture before a selection committee, after which a decision is made. Furthermore, during the academic process, program heads monitor student evaluations of each lecturer at the end of every semester and respond appropriately if needed—this was confirmed during the site visit.

The employment contracts with academic personnel include detailed job descriptions specifying the responsibilities of professors, associate professors, assistant professors, and assistants. These descriptions cover not only teaching duties (such as delivering courses, updating syllabi, and student consultations), but also participation in research and consultancy projects.

In addition to teaching and research, academic and invited staff are actively involved in student advising, thesis supervision and review, program development, and various events organized within the program.

The coordinators of the educational programs grouped within the cluster possess the necessary knowledge and experience for program design. Their qualifications are evidenced by academic degrees in relevant fields, professional experience, and scholarly publications.

##### **Description and Analysis - Programme 1 (Governance BA, level VI)**

A total of 40 lecturers are involved in the implementation of the Bachelor Programme in Governance, including 24 academic staff members (10 professors, 5 associate professors, 4 assistant professors, and 5 assistants) and 16 invited lecturers. The planned intake for the program is 120 active students.

Accordingly, the student-to-academic staff ratio is 40/120, meaning that there is approximately one academic staff member for every three students. This indicates that the number of academic and invited staff is adequate in relation to the student population, ensuring the effective delivery of the program's objectives.

<b>Programme 1 (Governance BA, level VI)<sup>8</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>9</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>10</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>24</b>	<b>24</b>	<b>19</b>	<b>22</b>
<b>- Professor</b>	10	10	10	9
<b>- Associate Professor</b>	5	5	5	4
<b>- Assistant-Professor</b>	4	4	4	4
<b>- Assistant</b>	5	5	-	5
<b>Invited Staff</b>	16	16	10	—
<b>Scientific Staff</b>	-		-	—

#### **Description and Analysis - Programme 2 (Digital Marketing BA, level VI)**

The human resource composition of the Digital Marketing Bachelor's Program at the Georgian Institute of Public Affairs (GIPA) complies with national legislation and institutional regulations. The program is delivered by a team of 13 academic staff (including professors, associate professors, assistant professors, and assistants) and 12 invited lecturers, providing a balanced structure that aligns with the nature and scope of the program.

The academic staff hold qualifications appropriate to their academic ranks and demonstrate professional and scientific competence through teaching experience, participation in research, and relevant publications. Invited lecturers bring practical experience in digital marketing, branding, information technology, and related fields, which is relevant to the program's objectives. Their selection process includes a review of qualifications and trial lectures, ensuring alignment with institutional quality procedures.

The academic workload scheme is in place and updated on a semester basis. It includes teaching, consultation hours, and, where applicable, research and academic service responsibilities. The current staff-to-student ratio, based on a planned enrollment of 32 students, is proportionate and sufficient to support the implementation of the program and student supervision.

<sup>8</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>9</sup> Staff implementing the relevant components of the main field of study

<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

The program is jointly coordinated by Prof. Giorgi Turkia, Prof. Dr. Vano Tsertsvadze, and Mr. Merab Gotsiridze. Their qualifications and professional backgrounds meet the requirements for program leadership. Prof. Turkia has long standing experience in business program management and policy-level academic quality processes. Prof. Tsertsvadze holds a PhD in social sciences and is actively engaged in research and academic leadership. Mr. Gotsiridze contributes applied expertise as a practicing digital marketing professional with teaching experience at the university level. Collectively, they provide oversight of program implementation, academic coordination, and industry relevance.

Staff members are involved in curriculum development, course delivery, student advising, and supervision of final projects. The institutional mechanism for analyzing staff-related quantitative indicators, including workload and turnover, is in place and contributes to maintaining program continuity and planning.

While the program is newly established, it is integrated into GIPA's existing quality assurance framework and benefits from cross-program staffing practices. Continued attention to maintaining balance between academic and applied expertise and ensuring stability of teaching personnel will be important as the program develops.

In conclusion, the human resources involved in the Digital Marketing program are appropriately qualified, and their roles and workload are defined in accordance with institutional and national requirements. The leadership structure and staffing levels support the program's effective delivery.

<b>Programme 2</b> (Digital Marketing BA, level VI) <sup>[1]</sup>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[2]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[3]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>13</b>
<b>- Professor</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>6</b>
<b>- Associate Professor</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>- Assistant-Professor</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>- Assistant</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Invited Staff</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>-</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

#### **Description and Analysis - Programme 3** (Environmental Protection Management MA, level VII)

Based on the submitted documents, self-assessment report and interview, the programs grouped in the cluster are implemented by academic and invited persons with appropriate qualifications; the qualifications of the personnel comply with the university legislation and internal regulations, and they

have the skills necessary for the implementation of the programs and the achievement of learning outcomes.

The program involves qualified personnel with relevant scientific, academic and practical work experience. The qualifications of academic and invited personnel are confirmed by relevant diplomas, certificates, papers, publications, projects, and practical experience.

It should be noted that academic and invited staff involved in the implementation of the program, including staff from educational programs grouped in the cluster, actively participated in the process of developing new educational programs. As a result of the survey, the new educational programs were positively evaluated by the staff.

Program 3 is implemented by academic and invited individuals with appropriate qualifications. A total of 23 lecturers are involved in the implementation of the program, of which 13 are academic staff (4 professors, 3 associate professors, 2 assistant professors, 4 assistants) and 10 invited lecturers. The number of admitted students is 50 students. The ratio of academic staff to students is 23/50, which means that there is one academic staff for approximately 2 students. Accordingly, the number of academic and invited staff is adequate in relation to the number of students, which ensures the proper implementation of the program's goals.

<b>Programme 3</b> (Environmental Protection Management MA, level VII) <sup>[1]</sup>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[2]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[3]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>12</b>
<b>- Professor</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>- Associate Professor</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>- Assistant-Professor</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>- Assistant</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>3</b>
<b>Invited Staff</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>-</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

The Environmental Management Program is jointly coordinated by Professor Kakha Artsivadze, Assistant Professor Maia Zavrashvili, and Professor Nana Macharashvili. Their qualifications and professional experience meet the requirements of the program leadership. Professor Kakha Artsivadze has 30 years of pedagogical experience, 25 years of experience in the field of biodiversity conservation and sustainable

management, many years of experience in the field of biodiversity conservation, protected areas management, and sustainable resource use planning and management, as well as experience in creating and managing international ecological networks, as well as in preparing national-level strategic documents with the participation and participation of all stakeholders. Kakha Artsivadze has many years of experience in improving the management of protected areas and planning for the sustainable use of natural resources (pastures, timber and non-timber resources), as well as 15 years of experience in the planning, creation and management of EU directives (Habitats Directive, Birds Directive) and international ecological networks (Emerald Network, Natura 2000 Network).

Maia Zavrashvili - Founding Partner and Director of Colliers Georgia Mining and Minerals, who has been a Legal Advisor to Adam Smith International LLC since 2020, and in 2016-2020 held various senior positions in public institutions, including Head of the National Subsoil Agency of the Ministry of Economy and Sustainable Development of Georgia, Advisor to the Minister of the Ministry of Economy and Sustainable Development of Georgia, Deputy Minister of Environment and Natural Resources Protection of Georgia, First Deputy Head of the National Environmental Agency of the Ministry of Economy and Sustainable Development of Georgia, and Head of the Legal Department of the National Forestry Agency of the Ministry of Economy and Sustainable Development of Georgia.

The heads of educational programs grouped in the cluster have the knowledge and experience necessary for program development, and their qualifications are confirmed by education, practical experience, and scientific papers in the relevant fields/fields.

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

**[2] Staff implementing the relevant components of the main field of study**

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

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#### **Evidences/Indicators**

- Personnel files of academic and invited staff;
- Sample contracts for academic staff;
- Job description – Program Head;
- Job description – Program Coordinator;
- Workload distribution scheme for program staff;
- On-site interview.

**General recommendations of the cluster: NONE**

**General suggestions of the cluster: NONE**



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

##### Programme 1 (Governance BA, level VI)

**Recommendation(s):** NONE

**Suggestion(s):** NONE

##### Programme 2 (Digital Marketing BA, level VI)

**Recommendation(s):**

**Suggestion(s):**

##### Programme 3 (Environmental Protection Management MA, level VII)

**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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

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

<b>Programme 3</b> (Environmental Protection Management MA, level VII) <sup>11</sup>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>12</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>7</b>	<b>4</b>	<b>3</b>
<b>- Professor</b>	3	2	2
<b>- Associate Professor</b>	2	1	1
<b>- Assistant-Professor</b>	0	0	0
<b>Invited Staff</b>	2	1	0
<b>Scientific Staff</b>	0	0	0_

#### **Description and Analysis - Programme 3** (Environmental Protection Management MA, level VII)

Based on the information collected through the Self-Evaluation Report (SER), the attached documents and the on-site visit, it is determined that the issue of leading the research component of the master's program is regulated by the Rules for Planning, Implementing and Assessing the Research Component of Master's Programs of the Georgian Institute of Public Affairs. The supervisor of the master's thesis may be a person with a doctorate or equivalent academic degree, who has proven experience in conducting research in the scientific field related to the topic of the master's thesis selected by the student and relevant publications.

The thesis supervisor is obliged to provide the student with direction and consultation regarding the research design of the thesis, research methodology, and planning and implementation of the research project, as well as to monitor the implementation of the student's research project and provide feedback for the purpose of improving the thesis. (Additional rights and obligations of the thesis supervisor are established by the agreement to be concluded with him/her).

If necessary, the student may have a co-supervisor who is an expert in the field and/or a person with practical experience and who has proven relevant knowledge/experience in the topic of the master's thesis selected by the student.

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

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

The supervisor and co-supervisor of a master's thesis must work in a coordinated manner to improve the quality of the master's thesis. The same person is allowed to supervise no more than 5 (five) master's theses at the same time, and in the case of co-supervision, no more than 8 (eight) master's theses.

The supervisors of the Master's thesis of the students of the Master's program in Environmental Management are practitioners and researchers equipped with the latest knowledge, whose experience corresponds to the general topic and relevant field direction of the Master's thesis of the Master of Environmental Management.

It is noteworthy that the supervisors of the master's thesis are actively involved in research projects in the field of environmental protection, in addition, they have proven many years of experience in supervising master's students. Accordingly, they have both theoretical and practical knowledge and experience in the field of environmental protection and help students in selecting a research topic that is relevant to local realities.

It is also worth noting the established practice at the university, according to which, in order to develop the research skills of academic and visiting staff, activities are periodically planned and implemented in various formats, which contribute to increasing the efficiency of the supervision and review process of research papers.

#### **Evidences/Indicators**

- Personnel files of academic and invited staff;
- Rules for planning, implementing and evaluating the research component of master's programs;
- Samples of agreements to be signed with the master's thesis supervisor;
- Self-Evaluation Report (SER);
- Master's theses;
- Rules regulating the educational process;
- On-site visit;

**General recommendations of the cluster: NONE**

**General suggestions of the cluster: NONE**

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

**Programme 3 (Environmental Protection Management MA, level VII)**

**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
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

##### Cluster and individual evaluation

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

The submitted documentation and on-site interviews confirm that the affiliated academic staff involved in the implementation of the educational programs grouped within the cluster are actively engaged in research activities, as evidenced by their participation in various research projects and conferences.

The university's academic staff actively participates in research, including projects supported by donor organizations and collaborations with partners. The university implements projects such as:

- 2023-2027 – A project funded by the European Commission titled "Responsible Research Management – Research Integrity and Ethics in Georgian Universities (ETHICS)"
- 2019-2022 – The Georgian Institute of Public Affairs participates in an Erasmus+ KA2 project funded by the European Union titled "Raising Research Capacity of Georgian Higher Education Institutions through Developing R&D Units (HERD)"
- 2018-2021 – GIPA also participated in an Erasmus+ KA2 project funded by the European Union titled "Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)."

Furthermore, on-site interviews confirm that the university is committed to the development of both academic and invited staff, as demonstrated by funding for participation in international conferences, covering travel expenses for international forums and conferences, publication costs, and other related activities.

However, the submitted documentation also indicates that a portion of the academic and invited staff has not published scientific papers in recent years (5-7 years).

Therefore, it would be appropriate for the university administration to focus on improving the research component for the academic staff involved in the program.

##### Evidences/Indicators

- On-site visit;
- Personnel files of academic and invited staff;

- Regulations for funding research and scientific-creative activities at GIPA - Georgian Institute of Public Affairs;
- Contracts signed with GIPA – Georgian Institute of Public Affairs under grant projects;
- Evaluation of staff performance and the use of evaluation results in professional development;
- Rules regulating the educational process;
- Human resource management policy;
- Annual report form for evaluating the productivity of academic staff (Annex #8 to the rules regulating the educational process).

**General recommendations of the cluster: NONE**

**General suggestions of the cluster:**

4.3.1 It is suggested that the university place greater emphasis on the academic activities of its staff, particularly through the periodic publication of articles in internationally indexed journals.

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s):**

**Suggestion(s):**

## 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
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 2 (Digital Marketing BA, level VI)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

##### Cluster and individual evaluation

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

The on-site visit confirms that the infrastructure and material-technical resources of the university are fully accessible to students without any restrictions in order to achieve the learning outcomes outlined in the educational programs grouped within the cluster.

The building is equipped with appropriate technology and inventory (projectors, chairs, desks, boards, etc.), with lecture halls and practical classrooms designed for educational activities. The classrooms are equipped with suitable inventory, and the library is equipped with computer technology and information-communication technologies.

The university's library holds both printed and electronic resources relevant to the educational programs, which are accessible to students, invited lecturers, and academic staff. In the reading hall, students have access to the internet and international electronic resources (EBSCO; JSTOR; Cambridge Journals Online; BioOne Complete; e-Duke Journals Scholarly Collection; Edward Elgar Publishing Journals and Development Studies e-books; IMechE Journals; New England Journal of Medicine; Openedition Journals; Royal Society Journals Collection; SAGE Premier). The university's library also has an electronic catalog.

Additionally, the university provides a workspace for academic staff, equipped with the necessary inventory and technology. For the accessibility of student assessments, the control of students' academic performance by the administration, and the facilitation of the educational process, an electronic system for evaluating students' knowledge and organizing teaching is used - portal.gipa.ge.

The university ensures the transparency and accessibility of information related to the implementation of educational programs and the conduct of the educational process.

##### Description and Analysis

##### Programme 1 (Governance BA, level VI)

An on-site visit confirms that the university's infrastructure and material-technical resources are fully accessible to students without restrictions, ensuring the achievement of the learning outcomes outlined in the Public Administration program.

The necessary equipment and inventory are in place for the program's implementation. In addition, there are designated classrooms for practical sessions, including:

- Teaching auditoriums equipped with appropriate inventory
- A library furnished with computer equipment and information and communication technologies

In the university library's reading hall, students have access to the internet and international electronic resources, including: EBSCO, JSTOR, Cambridge Journals Online, BioOne Complete, e-Duke Journals Scholarly Collection, Edward Elgar Publishing Journals and Development Studies e-books, IMechE Journals, New England Journal of Medicine, OpenEdition Journals, Royal Society Journals Collection, and SAGE Premier.

The university library also operates an electronic catalog. To ensure students' access to assessment results, to allow the administration to monitor academic performance, and to support the overall educational process, the university utilizes an electronic system for knowledge evaluation and teaching management: [portal.gipa.ge](http://portal.gipa.ge).

### **Programme 2 (Digital Marketing BA, level VI)**

The Digital Marketing Bachelor's Program at GIPA is adequately supported by library, material, and digital resources that are aligned with the program's learning objectives and outcomes. The university's library holdings include core literature and teaching materials indicated in the syllabi, as well as supplementary resources relevant to digital marketing and related business fields. The library provides access to key Georgian and international literature, electronic databases, and scientific periodicals, ensuring that students and faculty have the necessary tools to engage with both foundational concepts and the latest developments in the field.

The university demonstrates ongoing efforts to update and expand its resources in line with the evolving demands of the digital marketing sector. Regular acquisition of new titles and access to international electronic library databases such as EBSCOhost, ProQuest, and JSTOR provide students with opportunities to engage with current research and global best practices. This integration of up-to-date sources supports the achievement of program-level learning outcomes, particularly in areas that require familiarity with emerging trends, technologies, and innovative marketing strategies.

The program's emphasis on practical and applied learning is further supported by digital resources relevant to digital marketing. Access to tools and platforms for campaign design, analytics, and project management is provided within the teaching environment and, where appropriate, as part of course-specific digital resources.

In line with the criteria, students and staff engaged in the program are supported with resources that are adequate for teaching and learning methods. The availability and quality of material resources are regularly monitored and updated to ensure alignment with program needs and to maintain the program's relevance to evolving sectoral trends.

In conclusion, the material and digital resources available for the Digital Marketing Bachelor's Program are adequate and meet the requirements of the standard. These resources contribute to the effective delivery of the curriculum and support the achievement of learning outcomes. Ongoing updates and the provision of access to international digital resources further enhance the program's quality and relevance.

### **Programme 3 (Environmental Protection Management MA, level VII)**

Educational programs grouped in a cluster 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 program/educational programs grouped in a cluster;

The library contains mandatory literature and other educational materials (including those on electronic media) specified in the syllabus, which ensure the achievement of the learning outcomes of the educational program;

Master's students have access to modern scientific periodicals, digital resources, and international electronic library databases, which allow them to familiarize themselves with modern scientific data in the relevant field to achieve the program's learning outcomes. Material, laboratory, information, and digital resources are freely available to students and staff.

#### **Evidences/Indicators**

- On-site visit;
- Documentation confirming ownership of the building;
- Library resources;
- [www.portal.gipa.ge](http://www.portal.gipa.ge).

**General recommendations of the cluster: NONE**

**General suggestions of the cluster: NONE**

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

##### **Programme 1 (Governance BA, level VI)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

##### **Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 3 (Environmental Protection Management MA, level VII)**

**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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

The Georgian Institute of Public Affairs is a non-commercial, non-profit legal entity; therefore, the organization's goal is not to generate profit. The university's primary income is entirely allocated for educational purposes. The main sources of income for the university are tuition fees, grants, and other revenues, including income from consulting and corporate training, rentals, short-term deposits, and others.

The programs operate on a self-financing basis, which is achieved through tuition fees.

The budgets of the educational programs grouped within the cluster include components such as: the university's administrative expenses, salaries of program administration staff, lecturer honoraria, academic staff salaries, office supplies, student activities, literature purchases, and support for staff and students to participate in conferences and events, among others.

#### Description and Analysis - Programme 1 (Governance BA, level VI)

The university's primary sources of income are tuition fees, grants, and other revenues, including income from consulting and corporate training services, rentals, short-term deposits, and other sources.

The programs operate on a self-financing basis, which is ensured through tuition fees.

The budget of the Public Governance educational program is part of the university's overall budget and includes components such as: salaries of the program administration, lecturer honoraria, academic staff salaries, office supplies, student activities, literature acquisition, and support for staff and students to participate in conferences and events, among others.

## **Programme 2 Programme 2 (Digital Marketing BA, level VI)**

The budget for the Digital Marketing Bachelor's Program at GIPA is structured to ensure the program's financial sustainability over the 2025-2027 period. The forecasted revenue is based entirely on tuition fees, which are projected to grow from GEL 176,000 in 2025-26 to GEL 429,000 in 2027-28 as student enrollment progresses through all three years of the program.

The expenses cover essential program delivery costs, including staff compensation, academic development, student benefits, and operational expenses. Staff compensation represents the largest share, reflecting the program's dependence on both academic and invited staff to maintain teaching quality and meet accreditation requirements. Provisions for academic development, research promotion, and student benefits indicate a clear commitment to maintaining program quality and enhancing the student experience.

Additionally, the university considers this program to be of strategic importance within its portfolio of educational offerings. Accordingly, there is an institutional commitment to support the program from the central university budget if necessary, ensuring financial sustainability and continuity even in the face of enrollment fluctuations or unexpected economic factors.

The budget also includes allocations for library resources, learning materials, and unforeseen expenses, which are essential for supporting the program's academic and operational needs. While the first year (2025-26) projects a modest operating deficit (–GEL 16,779), the program's financial balance becomes positive in 2026-27 (GEL 15,656) and further strengthens in 2027-28 (GEL 46,466), indicating a sustainable trajectory.

While the current budget relies exclusively on tuition revenue, the university's readiness to provide additional financial support further strengthens the program's viability and compliance with the accreditation standard.

To summarize, the Digital Marketing Bachelor's Program budget demonstrates financial feasibility and sustainability, supported by both tuition revenue and the university's strategic commitment to fund the program from central resources if needed.

## **Programme 3 (Environmental Protection Management MA, level VII)**

For the needs of the Master of Environmental Management program, a relatively large amount of money is allocated from the budget for staff salaries. The budget supports the development of the program, the development of academic staff. The money is also intended for the student fund. As a result of on-site interviews and submission of documents, it was revealed that the costs are intended for the research component, study tours and activities. The budget also includes the requirements for library resources and stationery. The budget takes into account the necessary academic and operational needs and identifies areas for potential improvement. The budget includes an increased amount for the 2026-2027 academic year, which also ensures the sustainability of the program.

### **Evidences/Indicators**

- Budgets of the educational programs grouped within the cluster ;
- On-site interview.

**General recommendations of the cluster: NONE**

**General suggestions of the cluster: NONE**

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s): NONE**

**Suggestion(s): NONE**

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s):**

**Suggestion(s):**

**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
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>4. Providing Teaching Resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

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

#### Cluster and individual evaluation

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

GIPA has in place internal and external quality assurance mechanisms. Quality Assurance at the Institution is an integral part of the overall educational process within the Institution. It uses internal quality assurance mechanisms that ensure continuous evaluation of the Institution's activities and available resources. The system functions in the context of the mission, policy, legal, and other obligations of the Institution. All the units of the Institution are involved in the implementation of the quality assurance internal mechanism. To monitor the progress of achievement of the specific objective defined by the Institution's strategic plan and action plan, the Institution's quality assurance service cooperates with different levels of governance of the Institution. The quality culture of GIPA entails periodic assessment and development of educational programs components, academic performance, student and graduate competitiveness, human resources, material and technical infrastructure, and various university services.

The quality assurance process in the Institution is regulated by rules established in accordance with the regulations of the educational process, specifically outlined in "Chapter VIII: Rules for monitoring, quality assessment, analysis, and application of the educational process" and "Chapter III: Rules and Procedures for Developing, Approving, Amending, and Canceling Educational Programs" <https://gipa.ge/geo/tab/223/regulatsiebi>.

Assessment of education quality focuses on the following main directions: Assessment and analysis of external factors; evaluation of educational program compliance with labor market requirements; analysis and statistical tracking of graduate employment; monitoring and evaluation of student academic performance; internal evaluation of the learning process. Internal evaluation of the educational process comprises two main directions: a) evaluation and analysis of ongoing educational processes using various tools, addressing deficiencies promptly; b) post-completion evaluation and analysis of the educational

process or its components, using results to enhance approaches and program components for subsequent academic years.

The quality assurance service permanently responds to the results of semester-based evaluations by developing recommendations based on result analysis. These recommendations are then presented to the academic council of the school for consideration. The academic council reviews the recommendations to address identified areas for improvement and refine the educational program, subsequently implementing appropriate actions.

The quality assurance system works on the principle of PDCA (plan, develop, check, act principle). This process refers to all activities carried out by the quality assurance service, including the process of evaluation and development of education programs. The evaluation of the educational process encompasses the following issues: the cycle of analysis and application of education quality assessment results, directions and methods for assessing teaching quality, analysis of internal assessment results of the educational process and response procedures.

According to the interviews with representatives of the Institution administration, academic personnel, students, graduates, and an employer, also according to the self-evaluation report presented by the Institution, a special working group was created (decision of the Academic Board of the School of Governance, May 31, 2024) to conduct the self-evaluation of the educational programs grouped in cluster. The group was led by the dean of the School of Governance at GIPA (the head of the Academic Board of the School of Governance). The group consisted of the heads of the programs, academic/invited personnel, representatives of structural units of the Institution, and Quality Assurance Service, employers and other interested parties. The representatives of different structural units of the Institution ensured the mobilization and preparation of data, information and reports related to and relevant to the programs required for the self-evaluation report of educational programs. The group was tasked with preparing documentation for the accreditation process, participation in the process of creating educational programs: formulating program goals and learning outcomes, developing the concept of curriculum mapping and setting target benchmarks, reviewing feedback received from school students, graduates, and employers, analyzing the results of similar educational programs and labor market research, and preparing a self-assessment report of the educational program cluster. The self-evaluation process consisted of several main stages and different responsibilities were assigned to the parties involved. Face-to-face and online meetings were held periodically to discuss the ongoing issues in the process of self-evaluation of educational programs.

For the monitoring and evaluation of the electronic/distance learning process during the Covid 19 period, the university adopted the mechanism of quality assurance to evaluate distance learning. The Institutions developed and used students' special survey of on-line courses to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the moment of the accreditation expert group visit no distance/hybrid study processes were in place within the framework of the educational program.

### **Evidences/Indicators**

- Official web-site of GIPA <https://gipa.ge/geo>
- Strategy, Action Plan and Reports of GIPA <https://gipa.ge/geo/tab/223/regulatsiebi>
- Internal Statute of GIPA
- Manual of Quality Assurance at GIPA

- Procedures for developing, approving, amending and canceling educational programs
- Action plan of Quality assurance service department of the Institution (2024-2025)
- Rules regulating the educational process <https://gipa.ge/geo/tab/223/regulatsiebi>
- Order/decision establishing the self-assessment/working group (minutes of the Academic board meeting)
- Minutes of meetings of self-assessment/working group
- Assessment of research productivity of academic staff and use of assessment results in professional development (2018-2024)
- Analysis of students' evaluation of courses and lecturers
- Assessment of effectiveness of Administrative Units
- Organizational Environment Assessment
- Developmental peer-review - template
- Assessment of performance of administrative units
- Survey for electronic/distance teaching
- Evaluation of supervision/research component of a master's thesis by students
- Minutes of lecturer enrolment -BA program "Governance"
- Analysis of students' survey -School of Governance
- Report of Satisfaction with organizational environment
- Analysis of students' survey at institutional level
- Program learning outcomes assessment mechanism
- Report of program learning outcomes assessments-template
- Market research
- Analysis of the focus group of graduates of the Master's Program in Policy and Management
- External evaluation reports
- Documents of Benchmarking/ Comparison with similar foreign/local programs
- Educational programs and syllabuses of training courses
- Site-visit interviews
- Self-Evaluation Report provided by the GIPA.

**General recommendations of the cluster: None**

**General suggestions of the cluster: None**

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

##### **Programme 1 (Governance BA, level VI)**

**Recommendation(s): None**

**Suggestion(s): None**

##### **Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3 (Environmental Protection Management MA, level VII)****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
<b>Programme 1 (Governance BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.2. External Quality Evaluation**

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

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

The mechanisms for the external evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational Programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

GIPA periodically submits information about each educational programme to the legal entity under public law to the National Center for Education Quality Development (NCEQE) in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

The School of Governance at GIPA consistently employs external program quality assessment mechanisms to evaluate the program from the perspectives of the labor market and various stakeholders. Program external quality assessment mechanism incorporates: employer survey, graduate survey, program evaluation by an external expert.

Programs undergo periodic external evaluation by experts in the field. Based on their recommendations and guidance, potential modifications to the program are planned to ensure continued relevance and effectiveness. Programs within the cluster have also been subjected to external expert evaluations. The

feedback and suggestions received during these evaluations were considered and integrated into the process of program updates and development.

**Program 1, The BA Program in Governance** is a newly developed educational program. The program was evaluated by an external foreign expert from the University of Hamburg (Germany). The given feedback was shared for the purpose of programme development. The programme was positively evaluated by an external evaluator. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document.

**Program 2, The BA Program in Digital Marketing** is a newly developed educational program. The program was evaluated by an external local expert from Ivane Javakhishvili Tbilisi State University and field expert (senior copywriter) from the organization "Jung von Matt". The given feedback was shared for the purpose of programme development. The programme was positively evaluated by external evaluators. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document.

**Program 3, MA Program in Environmental Protection Management** is a newly developed educational program. The program was evaluated by an external foreign expert from the University of Hamburg (Germany). The given feedback was shared for the purpose of programme development. The programme was positively evaluated by an external evaluator. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document.

As a result of the external evaluations, certain opinions and recommendations were recorded for the further development of the program, which were taken into account by the program director and committee members in the process of finalizing the program.

Periodic external evaluation of the quality of the educational programmes at the university is carried out with the involvement of graduates and employers. The results of the survey of industry professionals and other interested parties such as alumni are taken into account. The results of the analysis of the employers' requirements were also taken into consideration.

#### **Evidences/Indicators**

- Official web-site of GIPA <https://gipa.ge/geo>
- Manual of Quality Assurance at GIPA
- Procedures for developing, approving, amending and canceling educational programs
- Rules regulating the educational process <https://gipa.ge/geo/tab/223/regulatsiebi>
- Market research
- Analysis of the focus group of graduates of the Master's Program in Policy and Management
- External evaluation reports
- Documents of Benchmarking/ Comparison with similar foreign/local programs
- Educational programs and syllabuses of training courses
- Site-visit interviews
- Self-Evaluation Report provided by the GIPA.

**General recommendations of the cluster:** None

**General suggestions of the cluster:** None



### Recommendations and Suggestions according to the programmes:

#### Programme 1 (Governance BA, level VI)

**Recommendation(s):** None

**Suggestion(s):** None

#### Programme 2 (Digital Marketing BA, level VI)

**Recommendation(s):** None

**Suggestion(s):** None

#### Programme 3 (Environmental Protection Management MA, level VII)

**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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

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

#### Cluster and individual evaluation

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

Program monitoring and periodic evaluation are conducted by the Quality Assurance Service (QAS) of the Institution and the School of Governance. The process of monitoring and evaluating the quality of educational programs involves all parties. Periodic evaluation is carried out by systematic collection,

processing, and analysis of information with the participation of academic/scientific/invited personnel, administrative and support staff, students, graduates, employers, and other interested parties. Based on the analysis of the evaluation results, the program is modified. Academic and invited staff, employers, specialized specialists, industry professionals, students, and graduates were involved in the evaluation process. Evaluations were carried out both at meetings and through questionnaires.

The quality assurance mechanism at GIPA ensures continuous assessment and development of GIPA's activities and resources. Rules for monitoring the educational process, quality assessment, analysis and use of results are defined in Chapter VIII of the "Rules Governing the Educational Process". Monitoring and assessment process is also managed based on the human resources management policy, as well as pre-developed tools for researching the effectiveness/satisfaction of the activities of various structural units. Monitoring and periodic evaluation of educational programs is carried out in several directions, using various evaluation tools by the Quality Assurance Service of the Institution. Academic and administrative personnel are evaluated with the involvement of the Human Resource Department and Research Department of the Institution. Although the university has a quality assurance service, these processes are not limited to one specific structural unit and are part of the culture of the university community. In addition, the quality assurance processes at the university are purposefully digitized, for which the university's electronic database (portal.gipa.ge) is used.

The quality assurance process of educational programs encompasses periodic monitoring and review. The monitoring process includes the following components: a) anonymous evaluation of the academic course and lecturer by the student and student self-evaluation; b) analysis of focus group reports conducted with students and graduates; c) monitoring and assessing student academic performance; d) anonymous evaluation of the supervisor of the master's thesis by the master's student; e) evaluation of the master's thesis work process by the master's thesis supervisor; f) annual assessment of the research performance/productivity of academic staff; g) analysis of best local and international practices - research and analysis of educational programs of the relevant level existing in the Georgian and international educational space; h) analysis and statistical recording of employment of students and graduates; i) assessing the relevance of educational programs to labor market demands; g) conducting focus groups with employers.

The following instruments have been implemented to evaluate and develop GIPA's activities: questionnaire for the evaluation of material and technical resources and university services; questionnaire for the evaluation of the activities of the Student Support and Career Development Center; evaluation of the activities of administrative units; evaluation of satisfaction with the organizational environment; evaluation of the university's internationalization mechanisms by students; evaluation of satisfaction with international mobility by students participating in exchange programs; monitoring the implementation of the strategic development and action plan. If it is necessary (for example, in case of newly hired lecturer) GIPA undertakes analysis of peer observation and evaluation of the classroom work performance is conducted.

The Quality Assurance Service provides information on the results of program evaluation of academic and invited staff and to the head of the program, the faculty administration and other relevant structural units. The results of the evaluation and the necessary changes are discussed with them.

At the end of each core study course, students anonymously evaluate (through questionnaires) the instructor and study course. The Institution conducts the evaluation of the research component of master programs as well as scientific supervision of master students and analyzes the results of surveys of master students with this regard. As part of monitoring and evaluation of the program, the University also evaluates the achievement of the learning outcomes of the program. Educational programs grouped in cluster were compared with similar educational programs of several universities. The experience of both local and foreign universities was studied and taken into account. In the monitoring process, a student self-evaluation component was integrated, which evaluates from the student's perspective the extent to which the learning outcomes have been achieved. Monitoring process also includes the graduate focus

group survey, which is focused on assessing the sectoral knowledge and skills acquired at the university from the perspective of a qualified employed graduate.

Based on the analysis of such complex indicators the Quality Assurance Department assesses the efficiency of implementation of educational programmes and offers recommendations and suggestions to programme personnel for further development of the education programmes.

The quality assurance tools themselves are subject to periodic evaluation and development. The Quality Assurance Service, in coordination with various structural units of the university, periodically reviews assessment tools in various directions. For example, since 2023, quality assurance mechanisms have also been introduced in the direction of administrative activities, which implies permanent anonymous feedback from students, which is presented on [portal.gipa.ge](http://portal.gipa.ge). An assessment of the effectiveness of the institution's quality assurance mechanisms itself was conducted in 2024: External expert (Head of the Research and Evaluation Department of the Quality Assurance Service at Ivane Javakhishvili Tbilisi State University/ Educational Expert of the National Center for Education Quality Enhancement of Georgia) assessed the effectiveness of GIPA's quality assurance mechanisms. GIPA's quality assurance mechanisms were positively assessed.

### Evidences/Indicators

- Official web-site of GIPA <https://gipa.ge/geo>
- Strategy, Action Plan and Reports of GIPA <https://gipa.ge/geo/tab/223/regulatsiebi>
- Internal Statute of GIPA
- Manual of Quality Assurance at GIPA
- Procedures for developing, approving, amending and canceling educational programs
- Action plan of Quality assurance service department of the Institution (2024-2025)
- Rules regulating the educational process <https://gipa.ge/geo/tab/223/regulatsiebi>
- Human resource management policy
- Order/decision establishing the self-assessment/working group (minutes of the Academic board meeting)
- Minutes of meetings of self-assessment/working group
- Assessment of research productivity of academic staff and use of assessment results in professional development (2018-2024)
- Analysis of students' evaluation of courses and lecturers
- Assessment of effectiveness of Administrative Units
- Organizational Environment Assessment
- Developmental peer-review - template
- Assessment of performance of administrative units
- Survey for electronic/distance teaching
- Evaluation of supervision/research component of a master's thesis by students
- Minutes of lecturer enrolment -BA program "Governance"
- Analysis of students' survey -School of Governance
- Report of Satisfaction with organizational environment
- Analysis of students' survey at institutional level
- Program learning outcomes assessment mechanism
- Report of program learning outcomes assessments-template
- Market research
- Analysis of the focus group of graduates of the Master's Program in Policy and Management
- External evaluation reports
- Documents of Benchmarking/ Comparison with similar foreign/local programs
- Educational programs and syllabuses of training courses
- Site-visit interviews
- Self-Evaluation Report provided by the GIPA.

**General recommendations of the cluster: None**

**General suggestions of the cluster: None**

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

**Programme 1 (Governance BA, level VI)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2 (Digital Marketing BA, level VI)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3 (Environmental Protection Management MA, level VII)**

**Recommendation(s): None**

**Suggestion(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 (Governance BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Digital Marketing BA, level VI)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Environmental Protection Management MA, level VII)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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<b>Programme 1 (Governance BA, level VI)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Digital Marketing BA, level VI)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attached documentation (if applicable):**

**Name of the higher education institution:**

Georgian Institute of Public Affairs (GIPA)

**Name of Higher Educational Programmes, Levels:**

Bachelor Programme in Governance

Bachelor Programme in Digital Marketing

Master Programme in Environmental Protection Management

#### Compliance of the programmes with the standards

<b>Contents  Standard</b>	<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>3. Student Achievements, Individual Work with them</b>	<b>4. Providing Teaching Resources</b>	<b>5. Teaching Quality Enhancement Opportunities</b>
<b>Programme 1 (Governance BA, level VI)</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Programme 2 (Digital Marketing BA, level VI)</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Programme 3 (Environmental Protection Management MA, level VII)</b>	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

## Signatures

### Chair of Accreditation Experts Panel

M. Abdul Rauf



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

Ekaterina Zakaradze



Tamta Lekishvili



Maia Azmaiparashvili



Ia Natsvlshvili



Giga Tvauri

