**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Master's Program of Education Administration, Level 7

BAU International University, Batumi

Site Visit: 1st July 2025

Report Submission: 30th July 2025

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	LLC BAU International University
Identification Code of Institution	445434888
Type of the Institution	Teaching University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Heathcliff Schembri – Independent Expert, Malta
Member (Name, Surname, HEI/Organisation, Country)	Ekaterine Kvantaliani – LLC, International Black Sea University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Revaz Tabatadze – LLC, The University of Georgia, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tinatin Gabrichidze – NE(NC) - New Vision University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamar Tkhelidze – LLC East European University, Student Expert

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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	განათლების ადმინისტრირება
Name of Higher Education Programme (in English)	Education Administration
Level of Higher Education	Master's Degree (level 7)
Qualification to be Awarded[2]	განათლების _ადმინისტრირების _მაგისტრი _ Master of Education Administration
Name and Code of the Detailed Field	0188 Interdisciplinary – involving Education
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	Not applicable – the programme does not qualify graduates to teach general education subjects.
Language of Instruction	Georgian (with several components delivered in English)
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation)	New

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[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

Indicating Relevant Decision (number, date)	
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

II. Accreditation Report Executive Summary

- **General Information on Education Programme[4]**

The Master's Programme in Education Administration (Level 7) is being proposed to be offered by BAU International University, Batumi. The programme comprises 120 ECTS and is being developed in line with the national legislative framework governing higher education in Georgia, while also reflecting alignment with the principles of the European Higher Education Area (EHEA).

The programme aims to provide students with both theoretical grounding and practical competencies in the fields of educational leadership, strategic planning, policy analysis and institutional management. The language of instruction is Georgian, with select components delivered in English, particularly those aimed at fostering internationalisation and academic engagement with global education trends.

At the time of the site visit, the programme had the status of a newly developed academic offering and had not yet undergone prior accreditation. It is not intended to confer rights to teach within the general education cycle. No additional entrance examinations, creative assessments or internal competitions were identified as part of the admissions process; the programme follows the general national requirements for entry to Master's level education in similar programmes.

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

- **Overview of the Accreditation Site Visit**

The site visit took place on 1 July 2025 at BAU International University Batumi and followed a full-day agenda coordinated by NCEQE. The expert panel conducted interviews with a range of university representatives, including administrative staff, the self-evaluation team, programme directors, academic and invited staff, MA thesis supervisors, students, alumni and employers. A dedicated session was also held with quality assurance staff, and observations were made of the university's library and teaching facilities.

Throughout the visit, panel members verified the consistency of the institutional claims in the Self-Evaluation Report and annexes through both document review and stakeholder engagement. The visit concluded with a brief presentation of key preliminary findings delivered by the panel to the university.

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

Standard 1 - The expert panel concluded that the Master's Programme in Education Administration at BAU International University Batumi **substantially complies** with the requirements of Standard 1. The programme demonstrates alignment between its objectives, structure, and expected learning outcomes, supported by a coherent and interdisciplinary design. However, areas for improvement were identified across several components, including the need to enhance stakeholder engagement in learning outcome formulation, clarify performance indicators in learning outcome assessments, adopt a modular curriculum structure, and revise selected course content and literature. Addressing these issues will enhance the programme's clarity, responsiveness, and alignment with academic and labour market expectations.

Standard 2 - The expert panel concludes that the Master's Programme in Education Administration **substantially complies** with the requirements of this standard. The programme's admission preconditions are legally aligned and relatively rigorous; however, more detailed documentation (such as rubrics and structured criteria for internal assessments) is needed. While the programme successfully integrates a variety of pedagogical approaches that support the development of both practical and research-oriented skills, the limited number of formalised partnerships constrains student access to diverse project settings. Similarly, despite a generally strong teaching and learning framework supported by feedback mechanisms and quality assurance practices, some areas (such as the formal inclusion of consultation hours in syllabi and structured project evaluation frameworks) require strengthening. The student evaluation system is transparent, reliable, and fully aligned with legal requirements. Overall, the programme demonstrates a foundation with room for further enhancement in practice-based components and academic support systems.

Standard 3 - The expert panel concludes that the programme **complies** with the requirements of this standard. Students benefit from a supportive academic environment, with regular consultations provided by faculty members on academic planning, research, and career development. Mechanisms such as electronic portals and educational process management systems function effectively, and students confirmed timely access to relevant information. In terms of supervision, students reported positive communication and support from their thesis supervisors. Evaluation mechanisms for supervision quality are in place and implemented consistently. Nonetheless, the absence of a formal methodology to regulate the supervisor-to-student ratio represents a shortfall. The panel recognises the institution's efforts to support student achievement but suggests expanding partnerships, scientific activities, and supervision structures to ensure broader and deeper opportunities for student development.

Standard 4 - The expert panel concludes that the programme **substantially complies** with the requirements of this standard. The programme benefits from a committed leadership team and a strategic vision that prioritises education sector reform and institutional development. While the foundational infrastructure, staffing arrangements, and financial planning are in place, several key mechanisms require further strengthening to ensure sustainability and academic quality as the programme transitions from design to implementation. These include sector-specific alignment of staff qualifications, formal policies for thesis supervision, structured professional development, enhancement of material and research resources and robust financial monitoring procedures. The panel acknowledges the university's openness to constructive feedback and its stated commitment to continuous improvement. It encourages the institution to build on its current strengths by operationalising its plans in a manner that ensures consistency, coherence and academic rigour across all components of the programme.

Standard 5 - The expert panel concludes that the programme **complies** with the requirements of this standard. The university has developed a quality assurance system guided by the PDCA (Plan–Do–Check–Act) cycle, supported by institutional policies and tools that promote programme monitoring and improvement. Although the programme under evaluation has not yet been implemented, the panel was able to assess the overarching QA framework applied across the institution. Internal evaluation practices are in place, but the involvement of key stakeholders in the programme's self-evaluation process was limited. Collaboration among team members appeared fragmented, and there was a lack of shared reflection on areas for improvement. The use of external quality evaluation mechanisms is evident, primarily through the accreditation process, and the programme team demonstrated openness to development. However, peer review and other external evaluations could be further enhanced. Programme monitoring tools—such as surveys, peer evaluations, benchmarking, and performance reviews—are implemented at the institutional level. Still, some areas require strengthening. These include the systematic evaluation of scientific supervisors, the analytical depth of programme review reports, and the integration of staff research productivity data into programme development. Overall, while the university's quality assurance foundation is robust, more structured and inclusive practices are needed to fully realise the potential for continuous improvement in teaching quality.

- **Recommendations**

1.2 – It is recommended to ensure the involvement of all relevant stakeholders in developing the learning outcomes and to communicate these outcomes to all interested parties.

1.4 – It is recommended to revise the elective course block, evaluate the assigned number of credits, and implement their modification.

1.4 – It is recommended that the university adopt a modular curriculum structure to enhance the programme's capacity to prepare specialists for diverse educational settings, including preschool, general, vocational, and higher education institutions. This modular approach should incorporate targeted courses that provide specialised, in-depth knowledge tailored to the management and operational demands of distinct educational sectors.

1.5 – It is recommended to revise the objectives, content, and attainability of the courses *Curriculum Design and Development* and *Quality Assurance in Education.* Based on a review of credit allocation, these courses should be restructured and, where appropriate, divided into distinct components that address the specific needs and characteristics of various educational levels, while being aligned with the contextual realities of the Georgian education system.

1.5 – It is recommended that the literature included in the syllabi be updated. Furthermore, where applicable, the reading lists should be enriched with materials that are relevant to and reflective of the Georgian educational context.

2.1 – It is recommended that the prerequisites for admission to the programme specify and detail the list of key questions for the internal university exam in the speciality with relevant literature resources, exam format and evaluation criteria.

2.1 – It is recommended to develop a detailed rubric for portfolio, English language test and essay evaluation.

2.2 – It is recommended that the university significantly expand the network of partner educational institutions to ensure that all students have equal and meaningful access to diverse project settings.

2.2 – It is recommended that the university regularly organise student conferences and facilitate student participation in national and international scientific conferences, including providing financial or administrative support.

3.2 – It is recommended that the university develop a formalised methodology for determining the appropriate ratio of students to scientific supervisors. This will support the assurance of quality in the supervision process and contribute to the successful completion of master's theses within the framework of the programme.

4.1 – It is recommended that the university strengthen the proportion of academic and invited staff with doctoral degrees specifically in education or education administration. Ensuring subject-matter alignment is crucial for academic integrity and coherence.

4.1 – It is recommended that the university adopt strategies to retain qualified academic staff, including clearer incentives, research support schemes and consideration of logistical challenges associated with recruiting from distant regions.

4.2 – It is recommended that the university align the academic qualifications and research expertise of proposed supervisors with the sectoral focus of the programme, namely educational administration. Staff without such qualifications should not be considered for main supervisory roles.

4.2 – It is recommended to establish a formal institutional policy for thesis supervision, including eligibility criteria, workload limits, supervisor-to-student ratios, and expectations for active research engagement.

4.2 – It is recommended that the university introduce a mandatory training or onboarding programme for supervisors, including ethical supervision practices, research methodology alignment and student support strategies.

4.3 – It is recommended that the university develop and implement a structured, programme-specific CPD plan for academic and invited staff involved in this Master's programme, including induction on postgraduate teaching, supervision, and assessment strategies.

4.3 – It is recommended to clarify and operationalise peer mentoring or observation mechanisms, especially for less experienced lecturers, and ensure consistent access to research development opportunities for all staff.

4.4 – It is recommended that the university formalise a comprehensive plan for postgraduate research support, including access to data analysis software, academic writing tools and referencing systems.

4.5 – It is recommended that the university monitor the programme's financial implementation closely during its first operational year, adjusting projections as necessary.

4.5 – It is recommended that the university introduce a mechanism for annual programme-level financial review to ensure responsiveness to the evolving needs of postgraduate education.

5.3 – It is recommended to strengthen the quality assurance tools for ensuring the quality of postgraduate programmes, including the development of mechanisms for evaluating supervisors and assessing staff research productivity, and to ensure their effective implementation for the ongoing development of the programme.

- **Suggestions for Programme Development**

1.1 – It is suggested that the university regularly and systematically conducts evidence-based benchmarking of the program in terms of similar programmes. In addition, the university should ensure that the program undergoes external evaluation by field-specific professionals to validate its relevance and responsiveness to labour market needs.

1.3 – It is suggested to clearly reflect the target indicators in the learning outcomes assessment mechanism. In addition, the learning outcomes assessment mechanism should be presented as a separate document, which should indicate how they are assessed, including with the participation of stakeholders.

2.2 – It is suggested that the university develop a detailed regulation document for the Master's Project that outlines: responsibilities of the university, students, supervisors, and partner institutions; project implementation timeline and stages; a clear assessment rubric with evaluation criteria and grading components; and monitoring mechanisms to ensure project quality and alignment with learning outcomes.

2.3 – It is suggested that the university ensures a more structured and equitable approach to addressing individual student needs; the university should formally allocate additional consultation hours and indicate designated spaces for academic advising within all course syllabi.

3.1 – It is suggested that the university expand its international cooperation in education, in order to provide students with more diverse opportunities to participate in exchange programmes.

3.1 – It is suggested that the university expand its scientific activities, such as organising conferences, to help students gain more experience in the academic and research fields.

3.1 – It is suggested that the university expand its international cooperation in education, in order to provide students with more diverse opportunities to participate in exchange programs.

4.1 – It is suggested that the university establish formal mechanisms to monitor staff turnover and academic engagement over time. This would support strategic planning and ensure stability in programme delivery.

4.1 – It is suggested that greater institutional support be provided to strengthen staff research output and subject-specific publication, including the introduction of internal research grants or publication mentoring programmes.

4.2 – It is suggested to design and implement a structured quality assurance system for thesis supervision, including student evaluations, peer review of supervision, and a standardised supervision handbook.

4.2 – It is suggested to involve the research methods lecturer more directly in the thesis cycle to ensure that student support is methodologically coherent and academically rigorous.

4.3 – It is suggested that the university map out a calendar of ongoing CPD activities aligned with the programme's research aims and international partnerships, in order to build a sustainable culture of professional learning and collaborative growth among staff.

4.4 – It is suggested to establish a dedicated postgraduate resource space for MA students, which includes relevant infrastructure, computers and collaborative working areas.

4.4 – It is suggested that the university expand its library holdings in the field of education administration, ensuring timely delivery and availability of core texts before the first cohort commences (and not just ordering them).

4.4 – It is suggested that the institution introduce an annual postgraduate seminar or research week to orient students in academic conventions, referencing systems, and tools such as SPSS, NVivo, or Zotero.

4.4 – It is suggested to consider subscribing to education-specific databases such as ERIC and JSTOR to deepen digital resource provision in the field.

4.5 – It is suggested that the university prepare a short annual narrative summary of programme-level financial sustainability to complement the spreadsheet format, focusing on value-for-money and strategic investment alignment.

4.5 – It is suggested that the institution track the correlation between financial inputs (e.g., staff development, research support) and measurable academic outputs (e.g., publications, conference presentations, thesis completions) to enhance future planning.

5.2 – It is suggested to implement external peer evaluation by local or international peers for the development of the program.

- **Brief Overview of the Best Practices (if applicable)**[5]

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

1.1 – changed to suggestion

The original recommendation stated:*"It is recommended that the university regularly and systematically conducts evidence-based benchmarking of the program in terms of similar programmes. In addition, the university should ensure that the program undergoes external evaluation by field-specific professionals to validate its relevance and responsiveness to labour market needs."*

Following the university's argumentative position and the submission of additional documentation on 2 July, the expert panel acknowledges that several relevant sources of evidence were made available. In light of this, and considering the programme is newly established, the panel has agreed to reclassify the above recommendation as a non-binding suggestion, recognising that relevant mechanisms are in place and will be activated throughout the programme's implementation.

1.2 – remains unchanged

1.3 – changed to suggestion

The original recommendation stated: *"It is recommended to clearly reflect the target indicators in the learning outcomes assessment mechanism. In addition, the learning outcomes assessment mechanism should be presented as a separate document, which should indicate how they are assessed, including with the participation of stakeholders."*

Following the university's argumentative position, the panel acknowledges that a separate document addressing these elements was submitted, detailing benchmarks, assessment procedures, and stakeholder involvement. As this evidence had been provided, the panel agreed to reclassify the recommendation as a non-binding suggestion.

1.4 – remains unchanged

1.4 – remains unchanged

1.5 – remains unchanged

1.5 – remains unchanged

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

2.1 – remains unchanged

The original recommendations stated: *"It is recommended that the prerequisites for admission to the programme specify and detail the list of key questions for the internal university exam in the speciality with relevant literature resources, exam format and evaluation criteria."* And *"It is recommended to develop a detailed rubric for the portfolio, English language test and essay evaluation."*

While the university states that the required documentation was submitted during the site visit period, the expert panel confirms that only the English test rubric was received and reviewed. No comprehensive documentation was provided for the internal exam, interview, or associated evaluation rubrics during the evaluation phase. Accordingly, the panel decided to retain both recommendations under sub-standard 2.1, as the evidence received did not fully satisfy the expectations for transparency and structured admission assessment criteria.

2.2 – a recommendation changes to a suggestion, the others remain unchanged

The original recommendation stated: *"It is recommended that the university develop a detailed regulation document for the Master's Project that outlines: responsibilities of the university, students, supervisors, and partner institutions; project implementation timeline and stages; clear assessment rubric with evaluation criteria and grading components; and monitoring mechanisms to ensure project quality and alignment with learning outcomes."*

Following review of the university's argumentative position and the content of the Master's Project syllabus (ED2002), the expert panel agreed to reclassify the recommendation as a non-binding suggestion, while encouraging the university to continue refining and clarifying this aspect of the programme as it moves toward implementation.

3.1 – a recommendation changes to a suggestion, the others remain unchanged

The original recommendation stated: *"It is recommended that the university expand its international cooperation in education, in order to provide students with more diverse opportunities to participate in exchange programmes."*

In response to the university's argumentative position, the panel acknowledges that internationalisation activities were demonstrated through supplementary evidence, including Erasmus+ participation and student involvement in conferences, as well as social media documentation.

Given that the programme in question has not yet been launched, and international cooperation specific to it is still under development, the panel agreed to reclassify the above as a non-binding suggestion, to encourage continued expansion in this area as the programme becomes operational.

3.2 - remains unchanged

4.1 – a recommendation has been removed, the others remain unchanged

The original recommendation stated: *"It is recommended that the university develop a staff deployment plan that addresses workload distribution and anticipates potential changes in student*

enrolment. This would enhance sustainability and enable proactive management of teaching resources."

Following the submission of the argumentative position, the expert panel reviewed the university's Strategic Plan and the updated staffing data provided after the SER submission. The institution has presented benchmarks related to academic and administrative ratios, alongside a monitoring mechanism implemented at both institutional and programme levels. Furthermore, the university has expanded the academic team, increasing the number of staff from 21 to 30, including additional full-time academics and reserve invited staff to ensure sustainability.

In light of this evidence, the panel agreed that the concerns originally identified had been addressed. Therefore, the recommendation has been withdrawn.

4.2 – remain unchanged

4.3 – remain unchanged

4.4 – moved two recommendations to suggestions

5.1 – removed

The original recommendation stated: *"It is recommended to ensure the full involvement of all relevant stakeholders in the process of self-evaluation of the programme and to promote their active collaboration in the Programme's ongoing development."*

Following the university's argumentative position, the expert panel reconsidered the context in which the recommendation was made. While broader stakeholder involvement is generally encouraged, the panel acknowledges that the programme is newly developed and has not yet enrolled students or had alumni. Taking this into account, the panel agreed that the degree of stakeholder involvement demonstrated, particularly through administrative staff and relevant academic personnel, was sufficient to satisfy the standard at this stage. The recommendation has been withdrawn.

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

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 HEI. 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.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Considering the BAU's mission, the faculty's regulations, and the strategic development plan, the programme aims to develop highly qualified professionals who can manage educational institutions at various levels.

The programme equips graduates with an in-depth understanding of the evolution of education as a public institution, the impact of political, economic and legal regulations on it, and the complexities of educational management, from strategic policy development to institutional administration.

By integrating and synthesising contemporary leadership theories with practical applications, students will learn to respond to organisational challenges, develop a positive institutional culture, and implement evidence-based strategies for sustainable educational development.

The programme focuses on developing research and evidence-based decision-making skills that will prepare graduates to critically evaluate and improve educational policies, curricula, and assessment systems. The program emphasises the ethical use of educational technologies, particularly ICT and AI technologies, in administration and the educational process.

To achieve these declared objectives, the programme offers a synthesis of theoretical and practical academic courses. As mentioned in the evaluation report and interviews, in line with the interdisciplinary and multifaceted nature of the field of educational administration, the Master of Education Administration program brings together various areas - pedagogical psychology, didactics, economics, management and organizational development, leadership and strategic communications, technology and psychology, sectoral and interdisciplinary challenges, theory, practice and research - in synergy, not by offering different academic

disciplines in parallel, but by understanding their interrelationships in the professional profile of an educational administrator.

The programme declares that the potential employers of graduates of the Master's in Education Administration include Administration of Educational Institutions, Education Policy and Management, as well as Education Research and Consultation related organisations, Non-governmental Sector and International Organisations, and Non-formal Education Sector.

During the program development process, the content and implementation models of comparable programs (both within the local and international educational realities) were not systematically analysed. It is important to emphasise that the integration of contemporary advancements and the adoption of international best practices are crucial for equipping students with the competencies required by both the Georgian and global labour markets. Furthermore, the evaluation of the program by external experts in the relevant field would significantly contribute to ensuring its alignment with current market demands.

Therefore, it is advised that the university regularly and systematically conducts evidence-based benchmarking of the program against similar offerings. In addition, the university should ensure that the program undergoes external evaluation by field-specific professionals to validate its relevance and responsiveness to labour market needs.

Evidences/Indicators

·   Programme of MA Education Administration
·   Syllabi of the Programme of Education Administration
·   Interview results

Recommendations: N/A

   Suggestions for the Programme Development

●   It is suggested that the university regularly and systematically conducts evidence-based benchmarking of the program in terms of similar programmes. In addition, the university should ensure that the program undergoes external evaluation by field-specific professionals to validate its relevance and responsiveness to labour market needs.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	☐	☐	☐

1.2 Programme Learning Outcomes

➢ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The alignment between the program's described learning outcomes and its objectives is clearly and convincingly presented through the programme objectives and learning outcomes mapping charts.

The learning outcomes in the programme are grouped in a way that distinctly separates competencies related to knowledge, skills, responsibility, and autonomy.

In addition to the sector-specific learning outcomes, the program envisages the development of the following transferable competencies and skills: Verbal communication skills; Written communication skills; Ability to communicate with language models; Problem Solving Skills; Analytical Skills; Time and Priority Management Skills; Organization and Self-organization Skills; Groupwork Skills and Project Management Skills, which are defined or formulated based on learning methods and activities as well as the specificity of the academic courses integrated in the programme.

These competencies are mostly measurable and can be acquired and developed within the two academic years allocated for the master's program.

The learning outcomes correspond to the Level 7 descriptor of the National Qualifications Framework and are substantively compatible with the detailed field of the Classification of Fields of Study – 0188 Interdisciplinary, which includes education.

The programme reflects field-specific characteristics, as evidenced by the thematic variation of its courses. The learning outcomes are mostly clearly formulated, achievable, and realistic. The program's self-assessment report provides a detailed and extensive description of the programme modification process.

The learning outcomes were mainly developed by the programme coordinators and representatives of the Quality Assurance Office. Representatives of academic and invited staff struggled to identify the most important learning outcomes of the programme (only the ability to communicate in a foreign language was mentioned). During interviews with students, it was revealed that they were not familiar with the learning outcomes of the programme (they were unable to identify strong or weak aspects of the learning outcomes).

Evidences/Indicators

- ·   Programme
- ·   Program Learning Outcomes
- ·   Interview results
- ·   SER

Recommendations:

- It is recommended to ensure the involvement of all relevant stakeholders in developing the learning outcomes and to communicate these outcomes to all interested parties.

Suggestions for Programme Development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	X	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

As evidenced in the SER as well as the presented syllabi, the assessment of learning outcomes are carried out through direct and indirect methods, whereas the direct assessment method involves the assessment of the student's completed tasks and the indirect assessment method includes the analysis of the student's self-assessment, the assessment of the student by the employer, external assessment (assessment by a specialist in the field), career advancement and other achievement indicators of graduates.

The assessment of learning outcomes involves several stages, including defining programme learning outcomes, analysing the curriculum, interpreting and utilising assessment results, and planning for the future development of the programme.

To be specific, the monitoring of students' academic performance is carried out every semester. The overall results of the monitoring are submitted to the dean of the school in the form of a report. The results of the performance, reasons and methods of response are discussed at the meeting of the school council, with the participation of the quality assurance service; a decision is made there on initiating changes or other measures to be taken.

As mentioned in the interviews with students, they constantly receive feedback on the extent to which they have achieved their learning outcomes. For the educational administration program, the assessment of academic performance and progress will be carried out after its launch and the admission of students.

However, it should be noted that the learning outcomes assessment mechanism does not clearly reflect the key performance indicators. Therefore, the accreditation expert group believes that it is necessary to clearly reflect the target indicators in the learning outcomes assessment mechanism. In addition, the learning outcomes assessment mechanism should be presented as a separate document, which should indicate how they are assessed, including with the participation of stakeholders.

Evidences/Indicators

- Learning Outcomes Assessment Mechanisms
- A detailed overview of learning outcome assessment mechanisms

Recommendations: N/A

Suggestions for the Programme Development

- It is suggested to clearly reflect the target indicators in the learning outcomes assessment mechanism. In addition, the learning outcomes assessment mechanism should be presented as a separate document, which should indicate how they are assessed, including with the participation of stakeholders.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Master's programme in Education Administration is structured in accordance with the regulations established by Georgian legislation and aligned with the European Credit Transfer and Accumulation System (ECTS).

As previously mentioned, in line with the interdisciplinary and multifaceted nature of the field of educational administration, the Master of Education Administration program brings together various areas – pedagogical psychology, didactics, economics, management and organisational development, leadership and strategic communications, technology and psychology, sectoral and interdisciplinary challenges, theory, practice and research – in synergy, not by offering different academic disciplines in parallel, but by understanding their interrelationships in the professional profile of an educational administrator.

The content and complexity of the programme correspond to the second cycle of higher education. The university's educational programme regulation complies with legal requirements, and the programme accordingly consists of 120 ECTS credits (3000 astronomical hours). Of these, 104 credits are allocated to compulsory courses and the master's thesis, while 16 credits are assigned to elective courses.

The courses offered in the programme are mostly appropriate for the level of study. The programme includes both theoretical and practical subjects, which support the programme's objective (i.e. the development of theoretical knowledge and practical skills appropriate to the master's level of education). In particular, the program includes the following blocks: education system, educational process management, administration of an educational institution, educational research, etc.

Students acquire the necessary research techniques for defending their master's thesis through various courses (e.g., Scientific Writing and Source Analysis), creating a logical developmental sequence.

According to the presented curriculum, students take elective subjects during the second and third semesters of study. A detailed analysis of the curriculum reveals that all subjects within the current elective block are assigned 4 credits each (except for "Internship in Educational Institutions" which is given 8 credits). It is evident that there are critical differences among the elective subjects since some are more theory-oriented, while others are more practice-oriented. Moreover, the courses incorporate a variety of teaching

methods. Accordingly, the expert group considers it recommended to revise the elective course block, evaluate the assigned number of credits, and implement necessary modifications (change the credits allocated and modify the hourly workload).

During the program analysis, as well as in the course of the interview with the program director, it became evident that the program is designed to prepare specialists capable of working across various levels of the educational system – specifically in preschool, general, higher, and vocational education institutions. It is clear that achieving this objective relies on the purposeful integration of core and elective courses.

An examination of the syllabi indicates that the program, to a certain extent, supports the realisation of this goal, as the incorporated courses provide foundational knowledge in areas such as educational institution management, curriculum development, teaching and learning methodologies, and related domains.

However, to more effectively fulfill the program's stated aim, the expert panel recommends the integration of a modular system. This system would group subjects tailored to equip students with specialised knowledge required for managing particular types of educational institutions. Such a module could include, for example, courses like *Curriculum Design and Development*, *Quality Assurance in Education*, and others aligned with the specific operational and pedagogical needs of different educational sectors.

Information about the programme is publicly available and accessible on the university's official website, which ensures transparency and visibility.

Evidences/Indicators

- · Rules for the implementation of the higher education program of the educational university
- · Educational program
- · Program planning
- · Map of program learning outcomes
- · Syllabus program of educational courses
- · School and Academic Council minutes
- · Development Group meeting minutes
- · Official website of the educational university www.bauinternational.edu.ge
- · Memorandums signed with partner institutions

Recommendations:

- It is recommended to revise the elective course block, evaluate the assigned number of credits, and implement their modification.

- It is recommended that the university adopt a modular curriculum structure to enhance the programme's capacity to prepare specialists for diverse educational settings, including preschool, general, vocational, and higher education institutions. This modular approach

should incorporate targeted courses that provide specialised, in-depth knowledge tailored to the management and operational demands of distinct educational sectors.

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	X	☐	☐

1.5. Academic Course/Subject

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

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

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The syllabi of the courses incorporated into the educational programs provide comprehensive information, including course status, authorship, assigned lecturers, course objectives, credit allocation and hour distribution, prerequisites, teaching and learning methods, associated activities, assessment forms and components, assessment methods and criteria, expected learning outcomes, as well as required and supplementary literature. The courses offered within the Master's Programme in Education Administration are aligned with the program's overarching learning outcomes. The intended learning outcomes of the individual courses are consistent with the academic and competency expectations at the master's level.

In general, the distribution of credits across the courses is appropriate in relation to their content. For instance, core courses such as *Educational Systems and Structures* (5 ECTS), *Leadership in Education* (4 ECTS), and *Education 4.0: AI and Digital Platforms* (5 ECTS) demonstrate a coherent balance between academic depth and workload.

Similarly, the ratio of contact hours to independent study hours is, in most cases, proportionate to the content and learning objectives of the core subjects. For example, the course *Modern Methods of Teaching* is allocated 6 ECTS, with the following breakdown: 30 hours of lectures, 24 hours of group work, 6 hours of practical sessions, 5 hours for examination, and 115 hours of independent study.

However, the expert panel identified certain core courses whose content, objectives, and credit allocation warrant closer scrutiny in light of the programme's overarching aims. Notably, the course *Curriculum Design and Development* was highlighted. Although the course purports to prepare students for effective engagement in various types of educational institutions, its current content remains general and does not sufficiently develop the relevant competencies. Furthermore, the course literature requires updating, including the integration of more recent editions of textbooks and materials that are contextualised to the Georgian educational landscape. The same concerns apply to the course *Quality Assurance in Education*.

Consequently, the accreditation expert group recommends revising the objectives of these courses and, if necessary, restructuring the content and credit distribution. It is recommended that these courses be segmented into components that more accurately reflect the specific needs and characteristics of various educational levels within the Georgian context.

Evidences/Indicators

- · Educational Administration Program
- · Program Learning Outcomes Map
- · Program Course Syllabi
- · University Website www.bauinternational.edu.ge
- · Educational Program Implementation Rules

Recommendations:

- It is recommended to revise the objectives, content, and attainability of the courses *Curriculum Design and Development* and *Quality Assurance in Education*. Based on a review of credit allocation, these courses should be restructured and, where appropriate, divided into distinct components that address the specific needs and characteristics of various educational levels, while being aligned with the contextual realities of the Georgian education system.
- It is recommended that the literature included in the syllabi be updated. Furthermore, where applicable, the reading lists should be enriched with materials that are relevant to and reflective of the Georgian educational context.

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	X	☐	☐

Compliance of the Programme with the Standard

	Complies with requirements	☐
1. Educational programme objectives, learning outcomes and their compliance with the programme	Substantially complies with requirements	X
	Partially complies with requirements	☐
	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adecuacy 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 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.

Admission to the Master's Programme at BAU International University Batumi is conducted in accordance with the legislation of Georgia and is based on the results of the Unified National Master's Examination.

Eligibility Criteria:

1. Applicants must hold a Bachelor's degree or an equivalent academic qualification.

2. Prospective students must obtain the right to enroll in the programme based on the results of the university's internal entrance examination. This entrance exam comprises four components:
   - English Language Test (30%)
   - Essay on an Educational Issue (30%)
   - Portfolio Assessment (20%)
   - Interview (20%)

During the site visit, the expert panel was informed that the programme aims to prepare highly qualified education administrators, addressing a significant regional challenge in Adjara. As a result, the programme leadership prioritises the recruitment of candidates with prior professional experience in the education sector or, at a minimum, with a sound understanding of ongoing developments and challenges in the field. This emphasis accounts for the relatively rigorous admission process compared to similar programmes at other higher education institutions.

However, the expert panel was not provided with detailed documentation regarding the interview process, including the list of topics or the recommended literature. Furthermore, assessment rubrics outlining the evaluation criteria for interviews, essays, and portfolios were not made available. While a sample of the English language test was submitted, no grading rubric or evaluation tools were presented for this component either.

The higher education institution has developed a methodology for planning student enrollment in alignment with the specific characteristics of the programme and the institution's available resources. Admission to the programme adheres to this methodology, which is documented in the document "Methodology for Determining Student Quotas" (originally developed for medicine and dentistry programmes).

The expert panel examined the university's material resources, library, and infrastructure, and also assessed the adequacy of human resources based on the expected student intake (a maximum of 20 students). It was concluded that both the infrastructure and material resources meet the required standards.

Evidences/Indicators

- Self-evaluation report
- Programme Education Administration
- Methodology for determining student quota
- Regulation for the implementation of Master's Educational Programs
- Interview results

Recommendations:

- It is recommended that the prerequisites for admission to the programme specify and detail the list of key questions for the internal university exam in the speciality with relevant literature resources, exam format and evaluation criteria.

- It is recommended to develop a detailed rubric for the portfolio, English language test and essay evaluation.

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation:

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☐	X	☐	☐

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

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

The educational programme comprises 120 ECTS credits and spans two academic years (four semesters). Each semester requires the completion of 30 ECTS. Of the total, 104 ECTS are allocated to mandatory courses, while 16 ECTS are reserved for electives. The compulsory curriculum is structured into thematic blocks to ensure coherence and progression:

- Education System – 23 ECTS
- Administration of Educational Processes – 26 ECTS
- Administration of Educational Institutions – 24 ECTS
- Educational Research – 31 ECTS

Courses within these blocks are strategically distributed across the four semesters to foster the development of practical, research, and transferable skills and to ensure alignment with the programme's mission, national sectoral benchmarks and international academic standards.

The student workload consists of both contact hours and independent learning activities, including lectures, seminars, group work, case studies, discussions, practical sessions, and problem-based learning (PBL). A key strength of the programme is its focus on the development of practical competencies. Throughout all course components, students participate in practice-oriented learning that connects theoretical knowledge with real-world challenges in educational administration. Most mandatory and elective courses require students to design and present mini-projects tailored to actual institutional contexts.

Additionally, the programme includes a compulsory Master's Project, which constitutes a significant practical component. Students are required to identify a concrete problem or need within a partner educational institution and develop an evidence-based, contextually informed solution through stakeholder engagement. The project is implemented in real-world educational settings, such as kindergartens, schools, vocational colleges, or universities that are official partner organisations of BAU International University Batumi. Cooperation with these institutions is formalised through memoranda of understanding (MoUs). Students choose host institutions based on the alignment of institutional needs and their professional interests in specific subfields of education.

Interviews with potential employers confirmed both interest and willingness to support student engagement during project development. However, only five formal MoUs with partner institutions were submitted by university management. This number is insufficient, given the

expected intake of approximately 20 students. Moreover, the university has not yet developed a formal project evaluation document that outlines the roles and responsibilities of involved parties, procedures for project planning and implementation, mentor involvement, or student assessment criteria.

During the site visit, the programme coordinator indicated ongoing efforts to expand the network of partner institutions and also emphasised that BAU itself could serve as a stakeholder in project implementation.

The research component concludes in a Master's Thesis, positioned in the final (fourth) semester as the capstone of both academic and professional development. To support thesis preparation, students take two mandatory research-oriented courses: *Research Methods in Education* and *Scientific Writing and Source Analysis*. These courses equip students with essential academic writing and research skills needed to complete the thesis.

The thesis is assessed in accordance with the Standard for Master Thesis document, which also regulates the plagiarism-check process using the Turnitin software. The same document outlines the acceptable scope of Artificial Intelligence use in research activities. Thesis supervision is carried out by both academic and invited staff members, all of whom possess either theoretical expertise or practical experience in relevant fields. According to feedback from alumni of other programmes, supervisors provide continuous support during the thesis-writing process. Graduates also confirmed that the university organises training sessions to raise awareness of academic integrity and plagiarism prevention.

One of the programme's key challenges lies in addressing the diverse academic and professional interests of students who specialise in different subfields of education (e.g., preschool, school, college, or university). Topics such as *Educational Psychology*, *Curriculum Design and Development*, and *Quality Assurance in Education* are broad and complex. Delivering in-depth content aligned with specific learning outcomes for 15–20 students in a single course, under one instructor, may limit opportunities for specialisation and in-depth understanding. Faculty members expressed their readiness to support students with diverse academic interests; however, a more structured approach may be required to fully meet the needs of students across subfields.

Interviews with students and alumni from other programmes indicated that they regularly receive updates about university-organised training sessions and academic events through email and information meetings. One notable initiative involved the organisation of a university-wide conference aimed at enhancing students' research skills. Nevertheless, such efforts are currently limited in scope. To further support the development of transferable and

research skills, the university should increase opportunities for student participation in both local and international academic conferences.

Evidences/Indicators

- o Master's Program in Education Administration
- o Self-evaluation report
- o Syllabus of courses
- o Memoranda
- o Document Standard for Master Thesis
- o Interview results

Recommendations:

- o It is recommended that the university significantly expand the network of partner educational institutions to ensure that all students have equal and meaningful access to diverse project settings.

- o It is recommended that the university regularly organise student conferences and facilitate student participation in national and international scientific conferences, including providing financial or administrative support.

Suggestions for the programme development:

- o It is suggested that the university develop a detailed regulation document for the Master's Project that outlines: responsibilities of the university, students, supervisors, and partner institutions; project implementation timeline and stages; clear assessment rubric with evaluation criteria and grading components; and monitoring mechanisms to ensure project quality and alignment with learning outcomes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	☐	X	☐	☐

2.3. Teaching and Learning Methods

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

The teaching and learning methods employed in the Master's Program in Education Administration are designed to ensure the effective attainment of the program's intended learning outcomes and the development of relevant student competencies. Each course syllabus integrates both theoretical foundations and practical applications of the subject matter. Through seminar-based activities, students are encouraged to articulate their understanding of key topics while simultaneously enhancing their analytical reasoning and discussion skills.

Independent study reinforces and deepens the knowledge acquired during lectures. This self-directed learning process includes engaging with academic literature, utilising various informational resources and completing assignments provided during coursework. The program promotes a diverse range of pedagogical strategies, such as group work, project-based learning, oral presentations, essays, case studies, and case-based learning (CBL), which are embedded across syllabi to facilitate the achievement of course-specific learning outcomes.

Research competencies are cultivated through methods including participation in "Journal Club" discussions, practical assignments, and engagement with real research problems. Feedback obtained through student interviews across different programs confirms active involvement in research-enhancement initiatives such as Journal Club, and acknowledges the supportive role of university administration. Specifically, students reported that the host institutions where research was conducted were informed and encouraged by the university to facilitate student research activities.

To address individual student needs more effectively, additional consultation hours and designated spaces for academic advising should be formally scheduled and included in all course syllabi. Nevertheless, students interviewed from other programs indicated that faculty members demonstrate flexibility and provide support when additional consultations are requested.

Classrooms are equipped with up-to-date infrastructure, enabling the university (if necessary) and, in some courses, a hybrid model of teaching was presented to deliver electronic or distance learning without compromising the academic goals or learning outcomes of the program. This adaptability was confirmed by senior students and alumni, who noted that during the COVID-19 pandemic, they were able to continue their studies without significant disruption.

The learning outcomes outlined in the syllabi are appropriate to the content and academic level of each course. The reading materials are relevant, contemporary, and reflect current

advancements in the field. Most of the recommended literature is accessible through the university library, and texts not yet available have been ordered by the administration. Additionally, the review panel was given access to electronic versions of the required texts.

The effectiveness and relevance of teaching methodologies are regularly evaluated through student questionnaires. The feedback collected is analysed and utilised for continuous program improvement, with practices drawn from other programs where applicable. The university also engages in peer-review processes, whereby academic staff observe each other's teaching sessions to exchange feedback and share pedagogical best practices. Evaluation rubrics, used to ensure consistency and transparency in assessment, were provided by the university administration.

Evidences/Indicators

- Master's Program in Education Administration
- Interview results
- Syllabi
- Self-evaluation report
- Evaluation forms

Recommendations: N/A

Suggestions for the programme development

o It is suggested that the university ensures a more structured and equitable approach to addressing individual student needs; the university should formally allocate additional consultation hours and indicate designated spaces for academic advising within all course syllabi.

Evaluation

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

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For the accreditation of the Master's Program in Educational Administration, Batumi International University presented various examples of evaluations written within the program. Given that this program is undergoing accreditation for the first time, the documentation and interviews included sharing the experience of representatives of the Medicine program. Interviews with students and university staff, as well as the presented documentation, revealed that in accordance with the Order No. 3 of January 5, 2007 issued by the Ministry of Education and Science of Georgia, Batumi International University provides transparent and reliable information for students, and full compliance with the legislation is ensured. The evaluation system has five types of positive evaluations:

- Excellent – 91 points and more;
- Very good – 81–90 points;
- Good – 71–80 points;
- Satisfactory – 61–70 points;
- Sufficient – 51–60 points;

Two types of negative evaluation:

- (FX) Failed – 41–50 points of maximum grade, the student has the right to take an additional exam;
- (F) Failed – 40 points or less of the maximum grade, the student must retake the subject.

Based on the specifics of the subjects, the university has developed a variety of assessment methods that are consistent with the learning outcomes. Students are assessed based on individual and group assignments, quizzes, midterm and final exams, research projects, and master's thesis. It should also be noted that the university has developed the "Regulations on the Defense of Master's Thesis" and the "Regulations on the Defense of Master's Thesis Council and the Rules Governing the Formation and Activities of the Defense Commission". The aforementioned documents and interviews with medical students confirm that the institution operates transparent and fair procedures for the defense and evaluation of the thesis, which are based on collegial evaluation by a commission.

Based on the interviews with students, academic and administrative staff revealed that they are informed about the assessment criteria in advance. They receive information from lecturers and also have the opportunity to familiarise themselves with the assessment criteria in detail in the syllabi of various subjects.

Students report that they receive regular feedback on their strengths and areas for improvement, mainly through formative assessment. They receive feedback frequently. Lecturers are focused on the process, on developing skills, and not just on the outcome. Individual assessments are conducted both face-to-face and via email.

As already mentioned, the university has developed criteria for evaluating master's theses where the plagiarism-checking mechanism is taken into account.

Evidences/Indicators

- Educational Administration Program
- Course syllabi
- Rules regulating the activities of the Master's Thesis Defense Commission
- Educational University Website www.bauinternational.edu.ge

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	☐	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	X
	Partly complies with requirements	☐

	Does not comply with requirements	☐

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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The university offers a range of student consultation and support mechanisms. During the site visit, the expert group noted that students are regularly provided with relevant information regarding the educational process through both open days and routine lecturer consultations. Students confirmed that consultations generally address subject-specific queries, administrative procedures, career development, internship opportunities, and participation in international exchange programmes.

Students also reported that they consistently receive timely updates and guidance from lecturers and make frequent use of the electronic portal and the educational process management system, which was described as smooth and effective.

The expert group was informed that students benefit from internships through agreements with medical institutions. However, based on the documentation reviewed and interviews conducted, it was noted that the number of signed memoranda of understanding with external educational institutions remains limited.

The university hosts a variety of student-led clubs, including sports and alumni clubs. It also offers financial support mechanisms, with merit-based scholarships awarded each semester to high-achieving students.

Students stated that they participate in international mobility and exchange programmes. Nevertheless, the university does not currently provide public statistical data regarding the number or nature of such exchanges. Similarly, while students indicated involvement in academic conferences, the university website contains limited information in this regard.

Finally, the expert group confirmed, through student interviews, that students are adequately informed about the procedures for appealing academic results.

Evidences/Indicators

- Educational Administration Program
- Course syllabi
- Rules regulating the activities of the Master's Thesis Defense Commission
- Career Support Strategy
- Student Self-government Activities
- Educational University by Conducted Students Survey Results
- Educational University Website www.bauinternational.edu.ge

Recommendations: N/A

Suggestions for Programme Development

- It is suggested that the university expand its international cooperation in education, in order to provide students with more diverse opportunities to participate in exchange programmes.

- It is suggested that the university expand its scientific activities, such as organising conferences, to help students gain more experience in the academic and research fields.

- It is suggested that the university expand its international cooperation in education, in order to provide students with more diverse opportunities to participate in exchange programs.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables the proper performance of scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on documentation provided by the university and the expert panel's analysis of the interviews, it was confirmed that students enrolled in the Master's programme receive regular guidance and support from their scientific supervisors. This support covers various aspects of the research process, including the development of methodology, the search for relevant literature, the design and execution of the research, and the submission of the thesis. The procedures for the award of the Master's degree are defined in institutional documents, which include regulations on thesis preparation and plagiarism detection. The expert panel notes that the risks associated with the use of artificial intelligence tools are acknowledged by the institution, as evidenced in both documentation and interviews.

The faculty supports students in the process of selecting a supervisor for their Master's thesis. During interviews, both current and former students confirmed that communication with their supervisors is effective and that they receive adequate support on issues relevant to their research. Students also reported that they are systematically asked to complete evaluation questionnaires regarding the performance of their supervisors. These evaluations contribute to enhancing the quality of supervision and the overall programme.

However, the expert panel notes that the university has not developed a specific methodology to regulate the optimal ratio of supervisors to students.

Mechanisms for evaluating the quality of supervision are in place and consistently implemented, as confirmed in interviews with the Quality Assurance Office and students. These mechanisms include regular assessment through supervisor evaluation questionnaires administered by the university.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- Master's Degree Thesis Syllabus
- Educational Program
- Master's degree Work Protection Commission Activities Regulator Rule
- Master's degree Protection Council Regulation And Protection Commission Formation And Activities Regulator Rule

Recommendations:

- It is recommended that the university develop a formalised methodology for determining the appropriate ratio of students to scientific supervisors. This will support the assurance of quality in the supervision process and contribute to the successful completion of master's theses within the framework of the programme.

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	X	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the SER, the Master's Programme in Education Administration is planned to be delivered by a total of 21 staff members: 5 academic staff and 16 invited lecturers. The academic staff includes 1 professor, 1 assistant professor and 3 assistants, all of whom are affiliated with the institution. Interview findings confirm that all academic and invited staff members have signed contracts with the university, conditional on the programme's launch.

The SER and accompanying documentation suggest that staff members possess general qualifications in education and related fields. However, during the site visit, the expert panel observed that not all staff members have sector-specific qualifications in education administration. While several demonstrate relevant practice-based experience or have engaged with policy-level work, there remains an evident lack of alignment in some cases between staff qualifications and the specialised domain of education administration. In particular, not all staff hold doctoral degrees in education or education-related fields, and a considerable number of staff do not appear to be actively publishing in this area. This issue was acknowledged this issue during interviews, who noted that efforts are being made to improve the subject-specific expertise of the teaching team.

The Head of Programme is an experienced professional in education management and strategic development who demonstrates a clear understanding of the programme's purpose, goals and operational needs. He has contributed to programme development and is expected to continue playing a central role in its delivery. His leadership within the academic and quality assurance structures of the university was confirmed during the interviews.

While the current number of proposed staff is considered sufficient for the initial cohort, the expert panel notes that there is no formalised staff deployment plan to ensure workload balance, especially in the event of an increase in student numbers. Interviewees suggested that the programme would grow 'organically' and that staff needs would be addressed as they emerge. Although this approach aligns with the university's intention to offer the programme in response to an identified gap in the national education sector, a more structured strategy would support long-term sustainability.

The university indicated that it may expand its recruitment pool to include lecturers from other regions, including Tbilisi. While this may increase the range of academic expertise available to the programme, the expert panel expressed concern regarding the logistical feasibility of regular travel for academic staff based in distant locations, particularly in maintaining teaching continuity and student access.

Finally, the SER refers to institutional practices for staff recruitment and selection and notes that administrative support is in place for programme implementation. However, long-term staff retention strategies are not clearly articulated, nor is there evidence of a systematic approach to monitor turnover or support continuous staff development aligned with the programme's academic focus.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	**12**	**5**	**4**	**9**
– Professor	3	3	3	3
– Associate Professor	4	-	-	2
– Assistant-Professor	2	1	-	1
– Assistant	3	1	-	3
Visiting Staff	18	17	1	—
Scientific Staff				—

Evidences/Indicators

- Section 4.1 of the Self-Evaluation Report.
- Staff list submitted as annex, including academic titles, qualifications, and affiliation status.

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

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

- CVs and qualification documentation of proposed academic and invited staff.
- Signed conditional contracts confirming staff engagement upon programme launch.
- Interview data with programme head and university leadership confirming recruitment strategies and gaps.
- Institutional documents on staff workload, recruitment, and deployment plans (referenced in SER).

Recommendations:

- It is recommended that the university strengthen the proportion of academic and invited staff with doctoral degrees specifically in education or education administration. Ensuring subject-matter alignment is crucial for academic integrity and coherence.
- It is recommended that the university adopt strategies to retain qualified academic staff, including clearer incentives, research support schemes and consideration of logistical challenges associated with recruiting from distant regions.

Suggestions for Programme Development

- It is suggested that the university establish formal mechanisms to monitor staff turnover and academic engagement over time. This would support strategic planning and ensure stability in programme delivery.
- It is suggested that greater institutional support be provided to strengthen staff research output and subject-specific publication, including the introduction of internal research grants or publication mentoring programmes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☐	☐	X	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

While the programme outlines an ambitious and well-structured approach to scientific supervision, the expert panel identified significant concerns regarding the actual preparedness of proposed supervisors to fulfil these expectations in practice. According to the Self-Evaluation Report, all master's students will be assigned individual supervisors who are expected to guide the research process across topic selection, methodology, academic writing, and ethics. The SER also details a wide range of criteria for selecting supervisors, including academic qualifications, field experience, and expert standing. However, these criteria are not yet backed by clear institutional mechanisms to ensure their consistent application.

Interviews with university representatives confirmed that only associate professors and assistant professors will act as supervisors, in line with regulatory expectations. However, upon reviewing staff CVs and examining the sectoral focus of their academic work, the panel found that several proposed supervisors do not have qualifications or active research agendas in education administration or related domains. This is a serious concern, particularly given the specialist nature of the degree and the expectations for rigorous, research-led thesis supervision.

While some staff members demonstrate appropriate interdisciplinary strengths, others acknowledged during interviews that they did not expect to act as main supervisors due to lack of direct expertise in the field. One academic noted they would expect only to co-supervise due to their background in public health. Others stated they would simply adapt to the student's research interests, a student-led approach which, in the absence of strong supervisory guidance, risks diluting the academic coherence and integrity of the programme.

The university reported that recruitment of teaching staff was conducted before the curriculum was finalised, and that the programme evolved based on the expertise of those recruited. While this bottom-up approach may foster ownership, it has also resulted in gaps in alignment between supervisor expertise and programme content. This is especially problematic in the context of a new programme where staff development and research capacity need to be strategically planned from the outset.

The SER does not provide a policy for supervisor training, monitoring of supervision quality, or minimum standards for publication and research engagement. Moreover, no clear plan was presented during the site visit for maintaining appropriate supervisor-to-student ratios once the programme begins. The absence of these basic governance structures weakens the programme's capacity to guarantee high-quality thesis supervision, especially as student numbers grow.

The panel does acknowledge that the university has attempted to recruit from a limited pool of qualified professionals and plans to address current gaps by launching another competitive call. Nonetheless, at present, the proposed supervisory structure falls short of the standards expected for a master's degree programme in education administration, both in terms of academic qualification and quality assurance mechanisms.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	9	4	6
– Professor	3	3	3
– Associate Professor	4	-	2
– Assistant-Professor	2	1	1
Visiting personnel	18	1	—
Scientific Staff	-	-	—

Evidences/Indicators

- Section 4.2 of the Self-Evaluation Report.
- CVs
- Interview findings confirming supervisor eligibility, roles, and limitations in sectoral expertise.
- Clarifications during the site visit regarding selection mechanisms and planned improvements.

Recommendations:

- It is recommended that the university align the academic qualifications and research expertise of proposed supervisors with the sectoral focus of the programme, namely

educational administration. Staff without such qualifications should not be considered for main supervisory roles.

- It is recommended to establish a formal institutional policy for thesis supervision, including eligibility criteria, workload limits, supervisor-to-student ratios, and expectations for active research engagement.
- It is recommended that the university introduce a mandatory training or onboarding programme for supervisors, including ethical supervision practices, research methodology alignment and student support strategies.

Suggestions for the programme development

- It is suggested to design and implement a structured quality assurance system for thesis supervision, including student evaluations, peer review of supervision, and a standardised supervision handbook.
- It is suggested to involve the research methods lecturer more directly in the thesis cycle to ensure that student support is methodologically coherent and academically rigorous.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	☐	X	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The SER outlines a wide-ranging approach to professional development, emphasising the university's intention to foster continuous improvement in teaching quality, research productivity, and staff competencies. The institutional framework for evaluating academic and support staff (outlined in the Human Resource Management Policy) includes a scoring-based performance evaluation mechanism and self-development tracking, which is commendable. The SER further describes individual development plans, performance indicators, and structured assessments of personal and professional growth. However, while this approach appears conceptually well-developed, its practical implementation in the context of this particular Master's programme remains to be demonstrated.

During the interviews, the expert panel noted that staff have not yet received targeted training in postgraduate-level pedagogy or assessment practices, and there is currently no confirmed orientation, mentoring, or peer observation structure in place for academic staff who may be new to postgraduate supervision. This is a concern, particularly in light of the interdisciplinary and research-focused nature of the Education Administration programme. The programme's success is inherently linked to the ability of academic and invited staff to support students' independent research at Master's level. Therefore, while the SER refers to mentoring initiatives and staff pairing models (e.g. junior-senior mentoring), these mechanisms were not clarified during the site visit.

The SER also reports plans for staff development through participation in international academic networks, research collaboration, and conferences. These are positive developments. Nonetheless, at the time of the visit, the programme-specific professional development strategy appeared aspirational rather than systematically implemented. No documentation was presented showing how many lecturers have benefited from these initiatives thus far, nor was it clear whether these activities are required or optional. Similarly, a pre-launch roadmap for structured CPD activities specific to this Master's programme was not available.

Despite this, the university demonstrated willingness to support academic staff financially, including provision for non-contact hours and international dissemination, which could provide fertile ground for long-term research development and publication. The institution's intention to foster a research culture through interdisciplinary working groups and grant-writing support is welcomed, but will need to be more clearly defined and operationalised.

Going forward, the expert panel recommends that professional development be formally integrated into programme launch activities, with clear expectations around participation in CPD, postgraduate-level pedagogy, supervision, and curriculum alignment. A more structured and evidence-based approach to staff development is encouraged to build a sustainable community of reflective academic practice.

Evidences/Indicators

- Section 4.3 of the Self-Evaluation Report.
- Institutional HR policy on professional development and evaluation criteria.
- Description of staff performance appraisal mechanisms and planned mentoring activities.
- Interview insights confirming university willingness to fund staff development.
- Lack of evidence presented during site visit regarding specific CPD activities for this programme.

Recommendations:

- It is recommended that the university develop and implement a structured, programme-specific CPD plan for academic and invited staff involved in this Master's programme, including induction on postgraduate teaching, supervision, and assessment strategies.

- It is recommended to clarify and operationalise peer mentoring or observation mechanisms, especially for less experienced lecturers, and ensure consistent access to research development opportunities for all staff.

Suggestions for the programme development

- It is suggested that the university map out a calendar of ongoing CPD activities aligned with the programme's research aims and international partnerships, in order to build a sustainable culture of professional learning and collaborative growth among staff.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of	☐	X	☐	☐

academic, scientific and invited staff

4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The university has made notable infrastructural investments to support the launch of the Master's in Education Administration. According to the SER and site visit observations, two campus buildings (measuring 3200m² and 1840m² respectively) are currently operational and equipped to accommodate educational programmes. Teaching spaces include a set of lecture halls and seminar rooms with a collective capacity for 490 students. Classrooms are fitted with interactive presentation technologies and standard equipment conducive to a modern postgraduate learning environment. The site visit confirmed the readiness of the physical infrastructure for educational delivery.

The university's extensive electronic library access (via the BAU International platform) provides students with multidisciplinary databases, including ScienceDirect, Scopus, ProQuest, SAGE, and Taylor & Francis. These repositories support academic engagement in education and policy-related disciplines, although more targeted platforms such as JSTOR and ERIC were not explicitly mentioned in the SER or during the interviews. Furthermore, although access to Turnitin and reference management tools like Mendeley was confirmed, structured student training in their use remains an area for future development.

During the interviews, students from other faculties (currently enrolled in medical programmes) described receiving induction on how to use the digital catalogue and library website. However, there is a need for more formalised postgraduate-specific research support. The panel recommends introducing structured orientation sessions on academic writing, referencing systems (e.g., Zotero, Mendeley), and data analysis tools. At present, there is no dedicated space for MA students to work collaboratively or access statistical software. Creating a postgraduate resource room equipped with computers and qualitative/quantitative analysis tools (e.g., NVivo, SPSS, MAXQDA, or RStudio) would significantly strengthen the infrastructure in support of student research.

While several books and academic resources were reportedly ordered and are pending delivery, the panel notes that not all were available for review at the time of the site visit.

The digital access provided compensates to an extent, but the lack of physical academic resources for education administration was observed. This concern is compounded by the interdisciplinary shift from the university's historic medical focus to a broader academic portfolio, which includes this newly proposed education programme. Accordingly, this transition must be accompanied by increased investment in field-specific physical and digital materials.

The university has also anticipated future expansion, with the development of green recreational areas and sports fields. While this reflects strategic foresight, further clarity is required on how these spaces will specifically support postgraduate education as student numbers grow.

Evidences/Indicators

- Section 4.4 of the Self-Evaluation Report.

- On-site observation of campus infrastructure, classrooms, and learning environment (including the library hours which are very suitable for students).

- Interview data confirming current access to digital resources and plans for resource expansion.

- List of subscribed electronic databases and e-library access provided by the university.

- Library catalogue.

- Interview insights on students' induction into research tools and pending physical book acquisitions.

Recommendations:

- It is recommended that the university formalise a comprehensive plan for postgraduate research support, including access to data analysis software, academic writing tools and referencing systems.

Suggestions for the programme development

- It is suggested to establish a dedicated postgraduate resource space for MA students, which includes relevant infrastructure, computers and collaborative working areas.

- It is suggested that the university expand its library holdings in the field of education administration, ensuring timely delivery and availability of core texts before the first cohort commences (and not just ordering them).

- It is suggested that the institution introduce an annual postgraduate seminar or research week to orient students in academic conventions, referencing systems, and tools such as SPSS, NVivo, or Zotero.

- It is suggested to consider subscribing to education-specific databases such as ERIC and JSTOR to deepen digital resource provision in the field.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☐	X	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The documentation reviewed, including the *SER*, the *Programme Budget* spreadsheet, and information shared during the site visit, confirms that the Education Administration Master's Programme is supported by an allocated budget that appears financially feasible and aligned with its initial operational needs.

The institutional financing model relies primarily on tuition fees. Importantly, a standalone programme-level budget has been developed and submitted, covering expected expenditures such as infrastructure use, remuneration of academic and administrative staff, staff development, marketing, conference participation, and research funding. The inclusion of these categories shows a comprehensive approach to financial planning, reflecting both strategic priorities and operational costs.

The budget reflects a clear structure of anticipated revenue from tuition fees, alongside a line-by-line breakdown of expenditures across various categories. It is commendable that the university has projected costs for academic support activities, mobility and conferences, as well as quality assurance and marketing. The budget also provides for the funding of scholarships for up to 20% of enrolled students based on performance, which further demonstrates a commitment to programme sustainability and equity.

Interview data confirmed that the university does not view this programme as a commercial endeavour but rather as a response to an identified national gap in education administration expertise. Senior management and the head of the programme conveyed that the university has invested in the programme from a long-term strategic perspective and intends for it to grow organically.

However, as this is a newly launched programme, the actual long-term financial sustainability cannot yet be fully tested. The budget is based on projections and assumptions that will need ongoing monitoring and recalibration based on real student intake, staff workload needs, and unanticipated operational costs. The expert panel noted that while the budget allows for generous support in areas such as staff development, conferences, and research funding, the effectiveness of such allocations can only be evaluated once the programme begins operations. It is therefore critical that the university puts in place mechanisms for ongoing financial monitoring and programme-specific financial reporting.

While the budget document is helpful, it is suggested that the university prepares a brief annual programme-level financial summary that explicitly links expenditure to programme priorities, including student learning outcomes, thesis supervision needs and the evolving infrastructure of postgraduate education at the institution.

Evidences/Indicators

- Section 4.5 of the Self-Evaluation Report.
- Programme-specific budget spreadsheet submitted as an annex.
- Interviews with the head of programme and senior leadership confirming financial planning rationale.
- Description of university funding model and projected revenues and expenditures.
- Reference to student scholarship funding plans and institutional investment priorities.

Recommendations:

- It is recommended that the university monitor the programme's financial implementation closely during its first operational year, adjusting projections as necessary.
- It is recommended that the university introduce a mechanism for annual programme-level financial review to ensure responsiveness to the evolving needs of postgraduate education.

Suggestions for the programme development

- It is suggested that the university prepare a short annual narrative summary of programme-level financial sustainability to complement the spreadsheet format, focusing on value-for-money and strategic investment alignment.
- It is suggested that the institution track the correlation between financial inputs (e.g., staff development, research support) and measurable academic outputs (e.g., publications, conference presentations, thesis completions) to enhance future planning.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☐	X	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☐
	Substantially complies with requirements	☐
	Partly complies with requirements	X
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Quality Assurance of the programme is based on the PDCA cycle, with the QA policy, processes and tools developed and implemented at the university necessary for the evaluation and continuous development of the educational programs. The details on the existing policy and tools are provided in the description and analysis of the standard component 5.3. However, as the programme evaluated is new and has not yet been implemented, the expert panel is not able to evaluate the full cycle.

The Self-Evaluation Team of the programme consisted of the staff who were intended to implement the programme, and the representatives of the relevant administrative units of the university. Based on the self-evaluation report, which describes the roles and responsibilities within the self-evaluation team, the student or alumni representative, or the representative of the employers did not participate in the group's work. However, their involvement was limited to the initial phase of the process preparation. As the programme is new, the scope of involvement of stakeholders can be evaluated as satisfactory.

Based on the interview results, the involvement of the group members can be evaluated more as fragmented and only focused on their main responsibilities, rather than the overall evaluation and analysis of the programme based on accreditation standards.

As for the collaboration between the programme staff and quality assurance service while developing the program and self-evaluation report, the collaboration within the team was evident. However, the Self-Evaluation team did not have a clear and shared position about the areas for improvement of the program or the plan for further improvements.

Overall, the PDCA cycle is ensured for the programme quality assurance, based on the QA policy and practice existing at the university, which will be further elaborated in the analysis of the standard component 5.3; however, a higher level of involvement and collaboration in the process of self-evaluation of the programme is desirable.

Evidences/Indicators

- o Self-evaluation report
- o Interview results
- o QA policy and mechanisms

Recommendations: None

Suggestions for the programme development : None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	☐	☐	☐

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The university utilises External Quality Evaluation for the development of different areas of its activities (including management) and educational programs. Based on the Self-Evaluation Report, as well as the QA policy and mechanisms, the university implements external peer evaluation for the development of the programs. However, within the requested documents, the report of external peer evaluation was not found; only the evaluation of peers based on classroom observations was found. However, as the external evaluation by peers is not an obligatory requirement of the standard, no recommendation is being issued.

The programme utilises external quality evaluation in terms of accreditation process and the programme team, as well as the administration of the university, which was open and collaborative, demonstrating willingness for further development of the programme.

Evidences/Indicators

- o Self-Evaluation Report
- o Interview Results
- o QA policy and mechanisms
- o Additionally requested documentation

Recommendations: N/A

Suggestions for the programme development

- o It is suggested to implement external peer evaluation by local or international peer for the development of the program.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

At BAU International University Batumi, programme monitoring and periodic evaluation is conducted with the involvement of all relevant stakeholders. The evaluation and monitoring is carried out through systematic data collection, study and analysis, as supported by evidence. As the programme is new, the full implementation of the QA mechanisms and, therefore, improvement of the programme is not possible; therefore, the expert panel mostly evaluated existing practices at the university and implementation of the QA tools for the newly developed programs to evaluate the standard component.

The institution has developed an internal quality assurance policy and tools for evaluating the educational programmes and the processes or resources related to their implementation. The quality assurance mechanisms of the programme provide for the holistic evaluation of the educational programs of the university.

The expert panel has requested additional documentation on the implementation of the QA mechanisms. The documents included graduate survey analysis, student surveys analysis – the documents provided by the institution included institutional surveys, as well as the evaluation of the exam process, evaluation of the learning courses and staff implementing the program, students evaluation of the material–technical base, analysis of the focus group. The results of the evaluation of staff were also requested and provided (evaluations by the dean, evaluations of the administrative staff, evaluations of the head/manager, evaluations of the staff by the head).

Accordingly, the implementation of QA mechanisms and tools for evaluation of various processes at the university with the involvement of various stakeholders is evident and it is believed that the approach will be applied to the program as well.

One of the main tools for assuring the quality of the newly developed programs is the report of the QA office on the programme, which was requested additionally by the expert panel. The institution provided the filled report; however, the report did not provide any analysis and evaluation of the program in relation to the evaluation criteria, apart from several comments. The report did not include any recommendations for development of the program or the identified areas for improvement, including those identified and discussed during the site visit. Accordingly, the role of the QA in the initial evaluation of the program can be further enhanced to provide room for critical observation and analysis of the areas of improvement.
Another tool of quality assurance, the benchmarking analysis of the program against similar local and international programs was carried out, it is detailed and comprehensive.

The institution also carries out peer evaluation; the reports of the evaluation were provided to the expert panel.

The expert panel also requested the evaluation of the supervisor by the student, the named analysis was not found in the provided documents. The process of the evaluation of the supervisor is not specifically stated in the QA policy, nor is there an annexe for the evaluation form. Therefore, while planning to implement MA program, it is essential for the university to develop (or enhance) the tools for evaluating the scientific supervisor of the MA student.

The expert panel, while focusing on the implementation of the master's program and the quality of supervision, discussed the research productivity of the staff involved, namely in terms of their publications and the degree in education/education science, which is addressed in the analysis of Standard 4. With the program content and the potential topics for the MA thesis being wide, it would be beneficial for the program team to evaluate the research potential and area of the staff implementing the program, to map potential supervisors with the topics of the thesis and have a clear vision on needs (if any) in terms of further development. With the QA policy having a specific tool designed for the evaluation of the scientific productivity of the staff, this can be linked to the previously discussed initial evaluation of the program, providing means for the program development and the role of internal QA.

Evidences/Indicators

- QA policy
- Self-evaluation report
- Interview results
- QA tools
- Analysis of surveys
- Benchmarking of the program
- Evaluation of staff
- Additionally requested and provided documents

Recommendations:

- It is recommended to strengthen the quality assurance tools for ensuring the quality of postgraduate programmes, including the development of mechanisms for evaluating supervisors and assessing staff research productivity, and to ensure their effective implementation for the ongoing development of the programme.

Suggestions for the programme development

- It is suggested to provide a more analytical evaluation of the developed programmes, which should also identify shortcomings or areas for improvement.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

| 5.3. Programme monitoring and periodic review | X | ☐ | ☐ | ☐ |

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	X	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☐	X	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	☐	☐	X	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

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