



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Public health and healthcare policy, Master's degree

LLC BAU International University, Batumi

Evaluation Date(s)_15 July 2025

Report Submission Date: 01 September 2025

Tbilisi

Contents

I.	4II. Accreditation Report Executive Summary	5
III. Compliance of the Programme with Accreditation Standards		6
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme		6
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering		10
3. Student Achievements, Individual Work with Them		13
4. Providing Teaching Resources		15
5. Teaching Quality Enhancement Opportunities		20

Information about a Higher Education Institution ¹

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Prof. Aurelija Blaževičienė, Lithuanian University Of Health Sciences, Lithuania
Member (Name, Surname, HEI/Organisation, Country)	Tea Kochordaze-Margishvili Tbilisi State Medical University
Member (Name, Surname, HEI/Organisation, Country)	Natia Noghaideli - Director of Strategic Development and Medical Quality, “ Geo Hopsitals ”
Member (Name, Surname, HEI/Organisation, Country)	Nino Pataraia, European University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Giorgi Merabishvili, International Black Sea University

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)	საზოგადოებრივი ჯანმრთელობა და ჯანდაცვის პოლიტიკა
Name of Higher Education Programme (in English)	Public health and healthcare policy
Level of Higher Education	Master, level II
Qualification to be Awarded ²	Master of Public Health and Healthcare Policy
Name and Code of the Detailed Field	Field: Healthcare, Social Welfare 0919.2.2 Public Health and Healthcare Policy
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
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)	-

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

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme⁴**

The mission of a teaching university BAU International University, Batumi, is to support and implement the values of the healthcare and medical education by promoting the highest scientific and ethical standards, initiate new learning methods, new instructional tools, and innovative management to continuously develop modern educational approaches in academia, in a strive improve the health of many peoples by training medical professionals.

BAU International University, Batumi, promotes a global vision by establishing multicultural teaching and research environment, based on the principles of excellence and continuous enhancement of the quality of teaching, research and clinical practice.

University acts as the active member of the global network, participating in global transfer of knowledge supporting implementation of joint educational programs and scientific, research projects, integration of faculty and students into the global educational and scientific arena and providing global career opportunities for graduates.

The revival of medical training at the university has resulted in expansion of the new training possibilities for public health professionals - the master's program in Master of Public Health and Healthcare Policy (in Georgian language) which will be launch at the Faculty of Medicine.

The new Master's programme Public health and healthcare policy will be taught in Georgian within the Faculty of Medicine. The proposed new programme counts 120 ECTS, including 104 ECTS compulsory components and 16 ECTS elective components. The study process will be organized in a hybrid manner: at least 80 credits on campus.

▪ **Overview of the Accreditation Site Visit**

The current review has been carried out under the guidelines and procedures of the National Centre for Educational Quality Enhancement in Georgia. The study programme analysis is based on the Self-Evaluation Report prepared by the Self-Evaluation Committee and presented to the panel of five experts one week before the site visit which was conducted on July 15, 2025. In addition, the information which was collected during the interviews with the teaching staff, invited lecturers, program director(s); employers, administration, with students and alumni (related program) was taken into account for making the final summary conclusions by the expert panel. Supplementary materials, documents presented by the authors of the new teaching programme also were extremely important for making conclusions and providing suggestions.

During the site visit, the team had the opportunity to discuss the programme with administration, self-evaluation group, teaching staff (Academic and Invited Staff) students, graduates and

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

employers. The team also visited the BAU International University campus: Library, e-services, auditoriums of Faculty of Medicine.

The members of the expert panel held a meeting at the end of the site visit in order to discuss exit presentations and the key findings. The strengths, weaknesses and suggestions for the programme's further development were discussed. The opinions of the team members were adjusted and agreed to represent the harmonized opinions of the whole evaluation team.

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

Programme objectives are clearly defined and can be achieved. The listed objectives are consistent with the mission of the BAU International University and take into consideration national and international labour market demands as well as challenges of global health. In addition, evidence provided showed that the content of a programme component ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized. The panel of experts considers that the list of learning outcomes reflects appropriate levels of master's qualifications (carrying out independent research, ability to express in depth understanding, critical evaluation of research paper etc.). The learning outcomes of the Master's programme ensure the possibility of graduates to continue their education on the next level of university studies. This information presented and the meetings with the social partners showed that a proper mechanism of collaboration and participation between the teaching programme is established and implemented, which allows to take into account opinions, suggestions and initiatives of stakeholders and to provide progress in programme development.

- **Recommendations**

2.1 Component

Based on the analysis of the self-assessment report and insights gained through interviews, the following recommendations are proposed to further enhance the transparency, precision, and relevance of the programme's admission prerequisites and internal examination process:

- To specify the relevant disciplines within the broader categories of natural and social sciences, rather than referring them in general terms.
- To separate the combined category of "Pharmacy and Nursing" into distinct fields to reflect their unique academic and professional requirements more accurately.

These refinements would enhance clarity and better align admission criteria with the interdisciplinary demands of the program, thereby ensuring a more precise evaluation of applicants' preparedness for the Master of Public Health and Healthcare Policy programme.

- **Suggestions for Programme Development**

To further strengthen the relevance, academic quality, and practical value of the Master's Programme in Public Health and Healthcare Policy, the following suggestions are proposed:

1.1 Component

- Enhance engagement with social partners and potential employers by including them in the Programme Committee.
- Establish a Programme committee that would be responsible for the program's results, learning outcomes and the relevance of the subjects with the learning outcomes

1.2 Component

- Expand Elective Course Offerings in Emerging Public Health Fields such as:
Climate change and health
Digital epidemiology
Public health law and ethics
Health diplomacy and global governance
- Collaborate with visiting professors or online platforms to diversify offerings.

1.3 Component

- Incorporate hands-on training in health informatics systems (e.g., DHIS2, REDCap, SPSS/R/Python).
- Create simulation labs for outbreak response, data visualization, and telehealth.
- Encourage student use of AI tools (with ethical guidelines) in public health research and policy analysis.

1.4 Component

- It is suggested to subject descriptions (Syllabi) updated with the latest scientific literature

1.5 Component

- Establish simulation laboratories for practical training in:
Outbreak response scenarios
Data visualization
Telehealth communication

- Encourage the ethical use of AI tools in public health research and policy analysis, fostering digital literacy and innovation in public health practice.

2.2 Component

- It is suggested to consolidate the full 30 ECTS in the fourth semester to the Master's Thesis, emphasizing in-depth, independent research. (Currently, the fourth semester includes a Master's Project (10 ECTS) and a Master's Thesis (20 ECTS).
- The 10 ECTS currently assigned to the Master's Project can be redistributed across the first, second, and third semesters to:
 - Promote early engagement with research methodologies
 - Gradually build students' research skills
 - Allow for better integration of research into coursework

4.1 Component

It is important that the scientific activity of the academic staff be supported by published scientific papers.

4.2 Component

- It is proposed to develop a list of research topics from which students could choose
- Master's thesis would be supervised by those with a public health education

5.2 Component

- It is suggested that when developing each new program, an external evaluator (expert) participates in the external evaluation of the program, who is not a representative of the program being evaluated, is not an interested party, adheres to ethical norms during the evaluation, and, if necessary, has both general knowledge and relevant sectoral competencies

5.3 Component

- It is suggested that the university periodically compares similar programs of foreign and local universities and presents this in the form of an independent document, the so-called "benchmarking" document

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

N/A

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

Experts' group received the HEI's argumentative position and as the university agrees with the report, it remains unchanged.

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

N/A

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

III. Compliance of the Programme with Accreditation Standards

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

1.1 Programme Objectives

The objectives of the study programme (comprehensive knowledge and skills, leadership and globalization, new national and international health challenges etc.) are clearly defined and relates well to the broad public mission (focus on universal values, dissemination of knowledge) of the BAU and the strategic vision of the Faculty of Medicine, which considers meeting modern standards of medical and public health education, opportunity for receiving future oriented education, providing student-cantered learning and preparing competitive specialists. Programme objectives also correspond with Georgia's strategy "GEORGIA PUBLIC HEALTH WORKFORCE STRATEGY," which aims to improve the public health workforce in the country. Defining the labour market demands found weaker justification in the Self-Evaluation Report. Therefore, during the site visit additional information was presented about the development of personal health care and public health care network in Georgia. Representatives of employers (NCDC Batumi Branch, Adjara Public Health Centre; Ministry of Health and Social Affairs of Ajara; BAU International Hospital; Health Centre and etc.) pointed on the need of specialists of epidemiologists, specialists of health statistics; health care managers who could work as field professionals in variety of institutions.

The panel of experts considers that programme objectives are clearly defined and could be achieved. The listed objectives are consistent with the mission of the university and take into consideration national and international labour market demands as well as challenges of global health.

The program is aligned with the institution's mission and national strategic healthcare priorities. It aims to prepare graduates to become competent public health professionals, policymakers, and managers who can lead and innovate within local and global health systems. The program emphasizes evidence-based decision-making, leadership, communication, and analytical skills, with outcomes grounded in international competency frameworks (e.g., ASPHER).

Programme objectives are clearly defined and can be achieved. The listed objectives are consistent with the mission of the BAU International University and take into consideration national and international labour market demands as well as challenges of the global health. In addition, evidence provided showed that the content of a programme component ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized.

The objectives and learning outcomes are clearly defined and interlinked. Outcomes are in compliance with Level VII of the National Qualifications Framework. Emphasis on practical application and interdisciplinary learning reflects strong alignment with modern educational expectations. Learning outcomes integrate both subject-specific and transferable competencies, ensuring graduates are equipped for diverse roles in public health.

The panel of experts considers that the list of learning outcomes reflects appropriate levels of master's qualifications (carrying out independent research, ability to express in depth understanding, critical evaluation of research paper etc.).

The learning outcomes of the Master's programme ensures the possibility of graduates to continue their education on the next level of university studies. This information presented and the meetings with the social partners showed that a proper mechanism of collaboration and participation between the teaching programme is established and implemented, which allows to take into account opinions, suggestions and initiatives of stakeholders and to provide progress in programme development.

Evidences/Indicators

- Self-Evaluation Report (SER)
- Programme Description (PD)
- Meeting with the administrative staff
- Meeting with employers
- Meeting with programme students and alumni

Recommendations:

N/A

Suggestions for the Programme Development

- Enhance engagement with social partners and potential employers by including them in the Programme Committee.
- Establish a Programme committee that would be responsible for the program's results, learning outcomes and the relevance of the subjects with the learning outcomes

Evaluation

Please, evaluate the compliance of the programme with the component

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 program consists of 120 ECTS credits, structured over four semesters. It includes 104 ECTS of compulsory and 16 ECTS of elective components. The curriculum is organized into thematic blocks addressing governance, epidemiology, communication, data analysis, and global health, supported by a research-oriented Master's thesis/project.

The curriculum structure is logical and progressive, aligning with learning outcomes. Courses are mapped explicitly to competencies at the "Introduction–Deepening–Reinforcement" levels. Strong emphasis on research and application through the thesis and practical projects. Inclusion of electives supports academic flexibility and student interests.

The curriculum learning and competence areas comply both with European standards defined by Agency for Public Health Education Accreditation (APHEA) and by learning outcomes and competencies defined by documents of Association of Schools of Public Health in the European Region (ASPHER). Modern teaching methods which will be applied in teaching should ensure the achievement of the learning outcomes.

In conclusion, the content of a programme component ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized. The presented Self Evaluation report of the programme described the main collaborative activities between the programme director and the stakeholders (employers, students, graduates and teachers).

The expert's panel meet the employers and representatives of graduates during onsite visit. The employers from different health care institutions mainly provided positive statements about future competencies.

Evidences/Indicators

- Self-evaluation report (SER)
- - Programme Description (PD)
- - Programme Curriculum and Syllabi

Recommendations:

Not suggested

Suggestions for Programme Development

Expand Elective Course Offerings in Emerging Public Health Fields such as:

- Climate change and health
- Digital epidemiology
- Public health law and ethics
- Health diplomacy and global governance

Collaborate with visiting professors or online platforms to diversify offerings.

Evaluation

Please, evaluate the compliance of the programme with the component

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

The Master's Program in Public Health and Healthcare Policy at BAU International University, Batumi, has a comprehensive and structured mechanism for evaluating the achievement of programme learning outcomes. The evaluation process aligns with national and institutional quality assurance standards and consists of clearly defined stages.

The program uses both direct (Exams, projects, presentations, and case studies are evaluated against predefined rubrics) and indirect (Student self-assessments; Graduate and employer surveys; External evaluations by public health professionals and academic experts) evaluation methods to measure the achievement of learning outcomes.

The Georgian National Qualifications Framework provides a set of recommendations and requirements on the educational programme design. This document allows the university to have a significant freedom for their own independent interpretation of academic initiatives. The learning outcomes for each field of study (unlike regulated professions such as Medicine, Law, Teacher Preparation, Maritime where sector benchmarks are set) should be independently developed by the initiatives in each field of study.

The programme fully complies with the standard and actively uses learning outcome evaluations to inform continuous improvement.

Academic/scientific and visiting staff are familiar with methods of evaluation of learning outcomes. Staff receive assistance in developing skills for elaboration, measurement, analysis of learning outcomes. HEI ensures familiarization of stakeholders with analysis of evaluation results.

Evidences/Indicators

- Self-evaluation report (SER)
- Programme Description (PD)
- Programme Curriculum and Syllabi
- Meeting with the administrative staff
- Meeting with employers
- Meeting with programme students and alumni
-

Recommendations:

Not suggested

Suggestions for the Programme Development

- Incorporate hands-on training in health informatics systems (e.g., DHIS2, REDCap, SPSS/R/Python).
- Create simulation labs for outbreak response, data visualization, and telehealth.
- Encourage student use of AI tools (with ethical guidelines) in public health research and policy analysis.

Evaluation

Please, evaluate the compliance of the programme with the component

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	☐	☐	☐

1.4. Structure and Content of Education Programme

The program effectively supports the development of interdisciplinary competencies required for public health professionals in the 21st century. The programme is composed of 120 ECTS credits, structured across four semesters. It includes 104 ECTS in core/compulsory modules and 16 ECTS in elective courses, culminating in a Master's thesis/project (30 ECTS)

The curriculum is organized into thematic blocks such as:

- Public health policy and governance
- Epidemiology and biostatistics
- Communication and leadership
- Research methodology and thesis development
- Global and local health systems

The clear modular structure facilitates progressive learning. Early courses build foundational knowledge, while later modules focus on deepening and applying that knowledge. This scaffolded approach enhances competency development and supports academic progression.

The Master's thesis/project spans the entire second year, allowing students to apply theoretical knowledge in real-world contexts. The inclusion of elective courses allows for limited but meaningful academic flexibility and specialization. Electives are chosen based on current trends and student/employer needs and are expected to expand as the program grows. The curriculum also integrates international literature, dual-language (Georgian-English) instruction, and optional mobility opportunities. Therefore, HEI ensures publicity and availability of programme information in the university website.

Evidences/Indicators

- Self-evaluation report (SER)
- Programme Description (PD)
- Programme Curriculum and Syllabi
- Standard for Master Thesis , 2025
- Regulation for Implementation of Masters' Educational Programs (BAU International University, Batumi, LLC)

Recommendations:

N/A

Suggestions for the programme development

It is suggested to subject descriptions (Syllabi) updated with the latest scientific literature

Evaluation

Please, evaluate the compliance of the programme with the component

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

Each academic course within the programme is carefully structured with clearly defined learning outcomes. The number of ECTS credits assigned to each course accurately reflects the scope, complexity, and workload required to achieve these outcomes. Each syllabus outlines a logical sequence of topics, aligned with intended cognitive and practical outcomes (e.g., analysis, problem-solving, policy formulation). Courses typically range from 4 to 8 ECTS. Heavier credit loads are associated with more complex or comprehensive subjects (e.g., Epidemiology, Health Policy and Governance), ensuring adequate time for in-depth study and practice. The progression from foundational knowledge (semester 1) to advanced application (semesters 3 and 4) is well-structured and supports outcome attainment at each stage.

Compulsory literature and teaching/learning resources correspond to learning outcomes and achievements in the field, considering latest research.

The course content and credit allocation are appropriate and sufficient to ensure the achievement of each course's intended learning outcomes.

Evidences/Indicators

- Self-evaluation report (SER)
- Programme Description (PD)
- Programme Curriculum and Syllabi
- Standard for Master Thesis, 2025
- Regulation for Implementation of Masters' Educational Programs (BAU International University, Batumi, LLC)

Recommendations:

N/A

Suggestions for the programme development

- Establish simulation laboratories for practical training in:
 - Outbreak response scenarios
 - Data visualization
 - Telehealth communication
- Encourage the ethical use of AI tools in public health research and policy analysis, fostering digital literacy and innovation in public health practice.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

2.1 Programme Admission Preconditions

Admission requirements are given clearly in self-evaluation documents; this information was proved during interviews.

Admission to the Master's Programme in Public Health and Healthcare Policy is governed by a clear set of prerequisites, tailored to both Georgian and international applicants. The admission process ensures that only candidates who demonstrate the necessary academic qualifications, language proficiency, and motivation are granted the right to enrol.

Described requirements are as following:

For Citizens of Georgia

- Applicants must successfully pass the Unified Master's Examinations as required by the Ministry of Education, Science, and Youth of Georgia, in accordance with national regulations.

For Foreign Citizens and Georgian Citizens Educated Abroad

- Applicants must hold at least a Bachelor's degree or equivalent from an accredited institution.
- They may be admitted without sitting the Unified Master's Examinations, in accordance with Georgian legislation, after their foreign education credentials are officially recognized by the LEPL National Center for Educational Quality Enhancement (EQE).

For Applicants Transferring from Foreign Institutions

- Foreign citizens or Georgian citizens who have completed or are currently pursuing Master's-level studies abroad may apply for transfer or enrollment into the programme.
- Admission is subject to recognition of credits or qualifications by the EQE, in line with Georgian legislation.

To be eligible for admission, applicants must hold a Bachelor's or equivalent academic degree in one of the following fields:

- Public Health
- Pharmacy or Nursing
- Natural Sciences
- Social Sciences
- Management
- Holders of a Certified Physician or Certified Dentist qualification

Given the programme's interdisciplinary focus, candidates from diverse academic and professional backgrounds with a demonstrated interest in public health are encouraged to apply

Applicants must successfully complete the University Entrance Examination, which consists of three main components:

A. English Language Test (50% of total score)

- Evaluates reading, listening, writing, speaking, grammar, and vocabulary skills in the context of public health.
- The passing threshold is 60 points.
- Applicants are exempt from this exam if they:
 - Completed at least two years of general or higher education in English, or
 - Present an internationally recognized certificate confirming B2 level proficiency in English (e.g., IELTS, TOEFL, Cambridge English, UNlcert, EnglishScore).

- In such cases, 60 points are automatically awarded for this component.

B. Thematic (Subject-Specific) Examination (25% of total score)

- Assesses the applicant's academic knowledge and understanding of public health and related fields.
- Evaluates the candidate's ability to engage with core topics relevant to the programme.

C. Interview (25% of total score)

- Evaluates the candidate's motivation, vision, academic goals, and professional aspirations.
- Assesses alignment between the candidate's interests and the programme's objectives.

Admission Decision Process

- Applicants must meet the minimum required score on the English language component (or qualify for exemption).
- The scores from all three components are aggregated.
- Admission is granted to the highest-scoring applicants, in accordance with the number of available programme slots.

Evidences/Indicators

- Self-evaluation report (SER)
- Programme Description (PD)
- Teaching University Website www.bauinternational.edu.ge

Recommendations:

It is recommended:

- To specify the relevant disciplines within the broader categories of natural and social sciences, rather than referring them in general terms.
- To separate the combined category of "Pharmacy and Nursing" into distinct fields to reflect their unique academic and professional requirements more accurately.

These refinements would enhance clarity and better align admission criteria with the interdisciplinary demands of the program, thereby ensuring a more precise evaluation of applicants' preparedness for the Master of Public Health and Healthcare Policy programme.

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

Practical and research skills are developed in the program both by independently completing a mandatory master's project (and/or thesis), as well as by integrating individual tasks and small projects depending on the specifics of most of the program courses. All courses of the program, together with theoretical knowledge, understand the importance of practical application and contribute to the development of transferable skills with practical tasks.

The program considers the possibility of completing a master's project, which allows the master's student to acquire the experience of applying the knowledge and skills acquired in the academic environment in practice in a specific public health organization or program. It helps to grasp the specifics and importance of the field, the essence and purpose of the chosen profession.

During the program, the student applies theoretical knowledge-such as management, public policy, and epidemiology - to address real-world public health challenges. By engaging with professional settings (e.g., medical institutions, public health agencies, or non-governmental organizations), the student observes the professional environment, gathers data through interviews, documentation, and other means, and formulates evidence-based recommendations. These recommendations are submitted to both the university and the host organization, with the aim of solving identified public health problems or enhancing specific services or programs, while considering the organizational context, available resources, and external influencing factors.

The design and execution of the practical project involve regular consultations with an academic supervisor, including reviews of the project plan, methodology, identified challenges, and ongoing progress. Students also undertake practical work within a partner organization, which includes contextual analysis, engagement with stakeholders, data collection and observation, and incorporating feedback into project development. Independent work forms a key part of the project and involves reviewing relevant literature and documentation, analyzing national and international policies and best practices, conducting small-scale research if necessary, and performing data analysis. The project culminates in the preparation of a comprehensive report and a formal presentation.

In the final semester, students complete a Master's Thesis, an independent research study addressing a specific, relevant issue in public health. The objective of the thesis is to conduct

methodologically sound research, analyze results, and produce a scholarly paper in accordance with academic standards. The thesis must be publicly defended before a designated academic commission.

This component of the program ensures that students demonstrate academic integrity and methodological competence while developing skills in critical analysis, evidence-based reasoning, independent work, and problem-solving in public health.

In the frame of field - specific competencies, the program ensures the development of transferable skills, such as: communication, problem solving, analytical, time management, organization and self-organization, team working and project management skills.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-evaluation report (SER)
- Programme Description (PD)
- Syllabi of the Program Courses;
- Regulation for Implementing the Higher Education Program.

Recommendations:

N/A

Suggestions for the programme development

Restructure Research Component Allocation

- It is suggested to consolidate the full 30 ECTS in the fourth semester to the Master's Thesis, emphasizing in-depth, independent research. (Currently, the fourth semester includes a Master's Project (10 ECTS) and a Master's Thesis (20 ECTS).
- The 10 ECTS currently assigned to the Master's Project can be redistributed across the first, second, and third semesters to:
 - Promote early engagement with research methodologies
 - Gradually build students' research skills
 - Allow for better integration of research into coursework

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with	Substantial ly complies with	Partially complies with	Does not comply with
-----------	---------------	------------------------------	-------------------------	----------------------

		requiremen ts	requiremen ts	requiremen ts	requiremen ts
2.2.The Development of practical, scientific/research/creative/per forming and transferable skills		x	☐	☐	☐

2.3. Teaching and Learning Methods

The teaching and learning methods employed in each course of the program are diverse and aligned with the level of learning required. These methods include group projects, problem-based and case-based learning (PBL, CBL), journal clubs (critical appraisal of scientific literature), practical data analysis exercises, simulations, lectures, practical sessions, research-based learning, textbook study, academic writing tasks, and more.

Lectures and seminars serve as primary instructional methods within the program. Lectures are designed to equip students with comprehensive theoretical and applied knowledge, thereby fostering critical thinking and the practical application of theoretical concepts. Seminars, on the other hand, promote interactive engagement through critical discussions, student presentations, and research-driven analysis of specific topics.

The teaching approaches employed are aimed at ensuring active student participation and the development of a broad range of competencies, including critical and analytical thinking skills. Interactive lectures and introductory courses are planned in accordance with the specific needs of the discipline.

Each course syllabus clearly outlines the teaching methods to be used, ensuring alignment with the intended learning outcomes and overall goals of both the individual course and the broader program.

Based on a review of the curriculum, syllabi, and supporting documentation—as well as on-site interviews—it is evident that the program is structured around student-centered teaching and learning methodologies. These methods are characterized by their flexibility and responsiveness to the individual learning needs of students.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-evaluation report (SER)
- Programme Description (PD)
- Syllabi of the Program Courses;
- Regulation for Implementing the Higher Education Program.

Recommendations:

N/A

Suggestions for the programme development

Not suggested

Evaluation

Please, evaluate the compliance of the programme with the component

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

The evidence observed shows that in the methods employed to assess learning outcomes and the corresponding assessment components for each course are fully aligned with the program's objectives and intended learning outcomes. Both formative and summative assessment methods are utilized throughout the educational process to ensure a comprehensive evaluation of student progress.

Formative assessment approaches include feedback mechanisms, process-oriented evaluation, competency-based learning, and collaborative learning strategies. These are designed to support students' ongoing development. In parallel, the program incorporates the fundamental principles of summative assessment, ensuring adherence to academic standards, application of a multidimensional evaluation approach, transparency, objectivity, and the assessment of practical competencies and research skills.

The program includes both continuous and final assessments within its academic and practical components. Continuous (ongoing) evaluation consists of theoretical, practical, and research-based assignments tailored to the specific subject or practical element. Final assessment may include examinations, project work, or thesis evaluation, depending on the course structure. A student's final grade is calculated as the sum of these components.

Detailed criteria for the assessment of the master's thesis are clearly defined within the program. The thesis is subject to a single final evaluation, which comprises assessments by the thesis supervisor, appointed reviewers, and the defense committee.

Assessment criteria for individual course components are outlined in the respective syllabi, based on the specific characteristics of each course. Student services and academic records are managed through an electronic learning management system, which facilitates continuous assessment, supports lecturers in monitoring the academic process, and ensures transparency

in student evaluation. The system provides timely updates to both students and faculty regarding academic progress. Additionally, the evaluation office documents and reports results from presentations, midterm exams, final examinations, and additional exam assessments.

Evidences/Indicators

- Master's Program in Public Health and Health Policy
- Syllabi of the Program Courses

Recommendations:

N/A

Suggestions for the programme development

Not suggested

Evaluation

Please, evaluate the compliance of the programme with the component

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, Evaluation and Mastering Adequacy of Programme	Complies with requirements	x
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

BAU International University has established comprehensive support and consulting services to assist students with academic planning, enhancing academic achievement, and preparing for

career opportunities and professional growth. Information sharing with students starts with orientation meetings on the first day of the study process, especially for first-year students.

During these meetings, academic staff and program coordinators present themselves and share essential information on various matters. Furthermore, personal from the program and support services inform students about the consultation opportunities offered by the university.

The university offers all required facilities and equipment to support the effective delivery of the academic process and has dedicated spaces for student extracurricular engagement. Students of the BAU International University take part in international exchange programs through ERASMUS+ funding or bilateral agreements. A list of participating exchange students from 2023 to 2025 has been provided by the university. Additionally, the institution actively supports and motivates students who demonstrate outstanding academic achievements.

The university has a Student Services and Career Support Department, which provides students and graduates with professional orientation and other information events regarding employment and career development.

The Student Services and Career Support Department hosts an employment forum aimed at engaging potential employers and fostering collaboration. During the forum, employers are consulted about job openings, and their HR representatives or managers conduct interviews with students. This event gives students the opportunity to present their abilities and expertise, helping them advance in their careers.

The university uses the following means to disseminate information: the university's websites (<https://www.bauinternational.edu.ge/>; <https://ois.bauinternational.edu.ge/>), university email, and individual/interpersonal communication with students.

Evidences/Indicators

- Self-Evaluation Report;
- Workload, functions, responsibilities and job descriptions of people;
- Information about student's participation in exchange programs;
- Websites; (<https://www.bauinternational.edu.ge/>; <https://ois.bauinternational.edu.ge/>)
- Interview results.

Recommendations:

N/A

Suggestions for Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

BAU International University has developed regulatory documents outlining the rights and responsibilities of supervisors and co-supervisors of Master's students, based on the "Procedure for the Completion, Defense, and Standard for Master Thesis,"

According to the above-mentioned documents, supervisors hold regular meetings with Master's students to offer academic guidance, with the frequency of consultations depending on the nature of the research topic. Students receive support from qualified professionals who possess relevant publications and are actively engaged in scientific, creative, and research activities. Both academic and invited professors participating in the program are eligible to supervise Master's theses. Students have the freedom to choose both their thesis topic and supervisor; however, the topic serves as a filter, requiring students to select a supervisor whose expertise aligns with their chosen subject

The scientific supervisor for Master's students is also responsible for supporting students' integration into both local and international scientific or creative fields. In line with university regulations, a research supervisor may oversee a maximum of 5 students at the same time.

To ensure academic integrity, the university uses the "Turnitin" plagiarism detection system, supported by specific regulations that detail the procedures and criteria for reviewing Master's student work. If any evidence of plagiarism is found in the final Master's thesis, it becomes a basis for awarding a grade of 0 for that thesis.

BAU International University has developed a systematic approach for establishing the proper proportion of master's thesis Supervisors. The university has also implemented a range of mechanisms to assess how well both supervisors and co-supervisors perform their duties, considering the essential elements of their academic roles.

The ratio of scientific supervisors to Master's students in the "Public health and healthcare policy" programme is 10/0. A key factor in the successful completion of the research component by a student in this programme is the timely fulfilment of all stages outlined in the obligations and

responsibilities assigned by the scientific supervisor, as specified in the Master's degree regulations of BAU International University.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	10
Number of master's/doctoral students	0
Ratio	10/0

Thesis supervisors guide students throughout the entire writing process by assisting them in choosing an appropriate research topic, developing a comprehensive plan, and compiling relevant bibliographic resources. This foundational support is essential for laying the groundwork for successful research. As the student progresses, the supervisors are tasked with continuously monitoring the development of the thesis. They provide regular feedback and are available to assist in realigning the student's approach if the research begins to stray from its intended direction. This ongoing engagement ensures that students remain on track and can address any challenges that arise during their work.

Finally, upon the thesis's completion, the supervisors are expected to deliver a thoughtful evaluation that reflects their insights into the student's research and writing. By evaluating these key responsibilities, the university aims to ensure that its mechanisms effectively measure the quality of guidance and support provided by thesis supervisors and co-supervisors throughout the research process.

Evidences/Indicators

- Self-Evaluation Report;
- Documents confirming the qualifications of supervisors of Master's students;
- Procedure for the Completion, Defense, and Standard for Master Thesis;
- Interview results

Recommendations:

N/A

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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.

4.1 Human Resources

The programme is implemented by qualified academic, invited, and administrative personnel, whose credentials and engagement ensure the sustainability, quality, and effectiveness of the programme delivery in line with legal and institutional standards.

A total of 20 staff members are involved in the implementation of the programme, distributed as follows:

- 5 Academic Staff:
 - 1 Professor
 - 1 Associate Professor
 - 1 Assistant Professor
 - 2 Assistants
- 15 Invited Staff:

Experts and practitioners from relevant fields, contributing based on their subject-matter expertise and professional experience.

This composition reflects a balanced integration of theoretical and practical expertise, ensuring that students receive a well-rounded education grounded in academic scholarship and real-world application.

The qualifications of both academic and invited staff meet the requirements outlined by applicable Georgian legislation and institutional regulations.

Academic staff hold relevant advanced degrees (Master's or Doctorate) and possess the scientific and practical experience necessary to deliver components of the programme and achieve intended learning outcomes.

Their competence is evidenced through: Scientific publications produced within the last five years and participation in research or practical projects relevant to public health and policy.

Invited staff contribute based on: demonstrated professional experience in the public health sector and proven subject expertise and teaching competencies, supporting the development of practical skills and applied knowledge in students.

The staff workload distribution ensures a sustainable and manageable implementation of the programme.

Relevant documentation and personal files of all involved personnel are maintained and presented in the appendices, confirming compliance with staffing standards.

The Head of the Programme plays a central role in ensuring the academic quality and strategic direction of the programme. Key qualifications include:

- Extensive academic and practical experience in public health and healthcare policy
- Proven competence in programme design, assessment, and continuous development
- Active involvement in:
 - Programme implementation
 - Monitoring of learning outcomes
 - Ongoing quality assurance processes

The programme leader ensures academic cohesion and alignment with both institutional goals and labour market needs.

The university has developed and adopted a comprehensive Scientific Research Development Strategy, which outlines key priorities and institutional goals related to research enhancement.

This strategy includes:

Support mechanisms for academic staff to:

- Initiate and develop research proposals
- Secure and manage external funding
- Plan and implement research activities
- Disseminate findings through academic events and publications

Several scientific research projects are currently planned or underway, reflecting the university's commitment to integrating research into teaching and contributing to the broader field of public health.

This environment promotes academic engagement, innovation, and evidence-based teaching within the programme.

The programme benefits from robust administrative support structures, including:

- Dean of the Faculty
- Programme Head
- Head of Library Services

All administrative staff members hold qualifications and competencies aligned with their roles and responsibilities, ensuring effective coordination, academic support, and resource accessibility for both staff and students.

The Master's Programme in Public Health and Healthcare Policy is supported by a qualified and adequately staffed team of academic, invited, and administrative personnel. The expertise, research engagement, and practical experience of the staff contribute directly to the achievement of learning outcomes and the academic integrity of the programme. The institutional commitment to staff development and research excellence further ensures the long-term sustainability and success of the programme.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	5	5	2	5
- Professor	1	1	1	1
- Associate Professor	1	1	1	1
- Assistant-Professor	1	1	-	1
- Assistant	2	2	-	2
Visiting Staff	20	20	4	—
Scientific Staff	-	-	-	—

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Job descriptions for academic and invited personnel
- Job description of the program head.
- Contracts for academic and invited personnel

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

- Workload scheme of academic and invited staff
- Personal files of academic and invited personnel
- Teaching university's rule for determining the number of students
- Proportional ratio of academic/invited and administrative personnel to the number of enrolled/admissible students
- Scientific Research Development Strategy
- **Recommendations:**

N/A

Suggestions for Programme Development

It is important that the scientific activity of the academic staff be supported by published scientific papers.

Evaluation

Please, evaluate the compliance of the programme with the component

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

This report outlines the current status and framework for Master's thesis supervision within the Master's Programme in Public Health and Healthcare Policy. The supervision structure is designed to ensure high-quality academic support and alignment with the interdisciplinary and practice-oriented nature of the programme.

As of the current stage of programme implementation, supervisors for Master's theses have not yet been formally assigned, as students have not yet reached the thesis phase. However, a clear framework is in place to guide the assignment process, ensuring that each student will receive individual scientific supervision.

According to the established regulations of the programme:

- Each student will be assigned a scientific supervisor from among the programme's implementing academic staff.

- Supervisor assignment will be based on the academic interests of the student, the topic of the thesis, and the expertise of the faculty member.
- The selection criteria for supervisors include:
 - Doctoral-level academic qualifications
 - Scientific research experience
 - Practical and expert involvement in the relevant field

This ensures that supervision is conducted by professionals with both scholarly competence and real-world insight.

The programme currently involves 6 academic staff members holding doctoral degrees, each of whom brings significant:

- Scientific expertise, evidenced by participation in competitive research grants and projects
- Publication record, including articles in international peer-reviewed journals over the past five years
- Applied professional experience, reflecting their engagement with public health policy, systems, and fieldwork

This academic and professional depth equips the staff with the necessary competencies to supervise theses that meet international academic standards.

Recognizing the interdisciplinary nature of public health and the programme itself:

- Thesis supervision may be conducted by more than one faculty member, allowing for co-supervision when topics cross multiple domains.
- Additionally, the programme provides for the involvement of external co-supervisors or consultants from related sectors, such as:
 - Economics
 - Law
 - Agriculture
 - Environmental science
 - Healthcare management

This multisectoral approach ensures that students are guided by experts who can address the complex, cross-cutting challenges of public health in both local and global contexts.

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	20	6	5
- Professor	1	1	1

- Associate Professor		1	1
- Assistant-Professor	1	-	1
Visiting personnel	15	4	—
Scientific Staff	-	-	—

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Personal files of academic personnel
- Master's Thesis Syllabus
- Standard for Master Thesis
- Master's Thesis Syllabus
- Regulation on Master's Thesis Completion
- Interview results

Recommendations:

N/A

Suggestions for the programme development

- It is proposed to develop a list of research topics from which students could choose
- Master's thesis would be supervised by those with a public health education

Evaluation

Please, evaluate the compliance of the programme with the component

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 institution is committed to maintaining high academic standards by fostering a supportive environment for teaching excellence, research advancement, and international academic integration.

BAU International University, Batumi prioritizes the professional growth of its academic, invited, and administrative personnel as a key component of programme quality and institutional development. The university provides an enabling environment that promotes:

- Ongoing skill enhancement
- Integration into global academic and research networks
- Adoption of modern teaching methodologies
- Strengthening of research capacity

To guide staff development, the university conducts regular evaluations of academic and invited staff performance. These evaluations cover the following areas:

- Teaching effectiveness
- Scientific and scholarly output
- Administrative contributions
- Personal and professional development

Based on the evaluation outcomes, the university formulates and implements individualized development plans, tailored to address each staff member's growth areas and to support their long-term academic and professional advancement.

The university actively encourages and supports staff participation in:

- Local and international conferences
- Research and grant-funded projects
- Professional development workshops and training

These activities enhance staff competencies in public health policy, healthcare management, and interdisciplinary collaboration, aligning with the programme's strategic focus areas.

Staff development is not only encouraged but also financially supported by the university. The process is systematically integrated into both:

- The university's strategic development plan, and
- The programme-specific development plan for Public Health and Healthcare Policy.

The development strategy includes:

- Internal and external training on:
 - Innovative teaching techniques

- Educational technologies
- Research methodologies
- Interdisciplinary knowledge exchange
- Mentoring programmes, pairing junior and invited lecturers with senior academic staff, facilitating:
 - Professional socialization
 - Skill transfer
 - Institutional knowledge continuity

To enhance research capacity, the university provides:

- Financial support for attendance at scientific forums and conferences (both local and international)
- Training in grant writing and project management
- Funding for research projects
- Assistance in publishing in high-impact journals (Q1 and Q2)

These initiatives empower staff to engage in cutting-edge scientific research, expand academic networks, and remain current with global developments in public health.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Personnel evaluations
- Documented mentoring and coordinated development programs
- Research projects
- Human Resources Management Policy
- Interview results

Recommendations:

N/A

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

During the visit, the experts got to know of the physical infrastructure and learning environment supporting the Master's Programme in Public Health and Healthcare Policy. The university ensures that the facilities available for academic activities meet the requirements for effective, modern, and student-centered learning.

The programme is delivered on the premises of two university campuses, both located at the same address. The campuses are fully equipped to support both in-person and online learning formats, ensuring flexibility and accessibility in the delivery of the educational process.

- Classrooms and Auditoriums:
 - All auditoriums are equipped with modern presentation technologies, including high-definition TVs, digital projection systems, and other advanced tools that enhance teaching efficiency.
 - The university maintains multiple lecture halls and seminar rooms, each designed to facilitate different modes of instruction, such as lectures, group work, and discussions.

The campus includes a dedicated PBL–CBL (Problem-Based Learning / Case-Based Learning) classroom with a capacity of 60 students, outfitted with necessary instructional inventory and equipment for interactive and scenario-based learning formats.

A fully equipped conference hall is available for lectures, presentations, academic events, and seminars, accommodating up to 120 students. The combined facilities within the university building can accommodate up to 490 students simultaneously for lecture-based activities. This capacity ensures sufficient space for the implementation of all academic programmes, including the Master's in Public Health and Healthcare Policy, with room for future growth.

To promote a holistic educational experience, the university provides:

- Student collaboration rooms for group projects, discussions, and teamwork
- Relaxation areas designed to enhance student well-being and comfort between academic sessions
- Recreational areas, including an outdoor sports field suitable for football, basketball, and volleyball, contributing to student health, engagement, and community-building
- The university has a well-equipped library that provides access to the following electronic resources:
- Central & Eastern European Academic Source: Literature, Science, Law, Business and Economics, Library and Information Sciences, Engineering, Political Science, Sociology, History, Medicine and Health Sciences.

- Clinical Key: Medicine, Health.
- DeGruyter Ebooks: Architecture and Design, Law, Philosophy, Art, Library and Information Science, Physics, Chemistry, Industrial Chemistry, Materials Sciences, Geosciences, Classical and Ancient Near Eastern Studies, Linguistics, Social Sciences, Economics, Literature, Cultural and Area Studies, Theology and Religious Studies, Engineering, Computer Sciences, Mathematics, History, Medicine and Life Sciences.
- Dynamed: Health Management, Medicine, Anatomy, Psychology.
- E-Book Academic Collection: Multidisciplinary e-book database.
- Ebook Central (Proquest): Multidisciplinary e-book database.
- IGI Global e-Books: Engineering, Communication, Health, Management.
- InCites: An integrated academic platform that helps researchers evaluate their research results and outcomes, follow the latest trends, and compare individuals and regions. A Web of Science user account is required to use InCites.
- Intihal.net (EKUAL): Plagiarism prevention. (Please contact us to obtain a user account.) For academics only.
- Jove: Environment, Neuroscience, Chemistry, Biology, Bioengineering, Engineering, Medicine, Immunology.
- MEDLINE (EKUAL): Medicine and Health Sciences.
- Mendeley: Reference Management System.
- Nature: Biological Sciences, Business and Commerce, Soil and Environmental Sciences, Health Sciences, Humanities, Scientific Community, Social Sciences.
- Newspaper Source Plus: Newspapers and news magazines.
- Ovid LWW Total Access: Medicine, Pharmacology, Health Management, Healthcare Science, Arts and Humanities, Science.
- Oxford Scholarship e-Book: Law, Business and Management, Healthcare Management, Arts and Humanities.
- Oxford University Press Journals: Social Sciences, Mathematics, Law, Business, Life Sciences.
- Proquest Central.
- SAGE Journals Online: Business, Humanities, Social Sciences, Technology, and Medicine.
- ScienceDirect: Chemistry, Clinical Medicine, Computer Science, Earth and Planetary Sciences, Economics, Business and Management, Engineering, Energy and Technology, Environmental Science, Materials Science, Mathematics, Physics and Astronomy, Social Sciences.
- SciVal: Provides quick and easy access to research performance data of over 14,000 research institutions and 230 countries worldwide.

- Scopus: Chemistry, Clinical Medicine, Computer Science, Economics, Business and Management, Engineering, Energy, Environmental Science, Materials Science, Mathematics, Physics and Astronomy, Social Sciences.
- Taylor & Francis: Agriculture, Healthcare Management, Behavioral Sciences, Medicine, Psychology, Science, Social Sciences.
- Turnitin: Plagiarism detection.
- UpToDate: Diagnostics, Terminology, Medicine, Pharmacology, Patient Education.
- Web of Science: Author and publication information.
- The university provides verification of the text of the research paper through the appropriate platform - Turnitin.
- The university has signed agreements with affiliated institutions, which additionally ensure the proper course of the educational process.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Agreements with Affiliated Institutions (A Documentation for the purchase of library databases and access services to scientific journals;
- Library electronic catalog: http://bauinternational.edu.ge/bib/opac/index_eng.php;
- Agreement with Turnitin Platform - Turnitin - Quote-Q-665752-1 (appendix #10)
- Interview results

Recommendations:

N/A

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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 university has developed a financial management policy that defines the mechanisms for managing and controlling the university's financial aspects, as well as reviewing and subsequently evaluating its financial and accounting policies.

The university possesses the necessary financial resources to fulfill the tasks outlined in its strategic and action plans. Financial resources are differentiated according to funding sources; specifically, the university's main income consists of revenue generated from student tuition fees and contributions made by partners to the charter capital.

The university prepares an annual budget aligned with the academic year, which includes both the financial resources required to achieve strategic objectives and those necessary to ensure the effective implementation of the university's activities during the reporting period. The annual budget consists of two main components: revenues and expenditures. The expenditure section covers the following items: salaries and wages, diversified according to staff categories; professional development of staff, including qualification enhancement for both academic and administrative personnel, participation in conferences, and costs associated with publishing research articles; expenses related to the continuous provision of the educational process; other university activities, including costs associated with the development of research and research-related activities, strengthening internationalization, and organizing conferences, as well as winter and summer schools. Another component of the budget is the financing of student activities, which includes career support for students and alumni, as well as funding for cultural, sports, and social events. Additionally, the budget allocates funding for the student self-government.

In addition to the general budget, a dedicated budget has been developed specifically for the Master's Program in Public Health and Health Policy. This program budget covers key expenditure components, including educational and research infrastructure, remuneration for teaching and administrative staff, and utility costs (allocated proportionally based on the total number of students). It also includes funding for marketing, staff professional development, conferences, research activities, and library resources.

The university's financial management system demonstrates a well-structured, transparent, and strategic approach to supporting the sustainability and quality of the Master's Programme in Public Health and Healthcare Policy. The integration of programme-specific budgeting, coupled with institutional oversight and investment in staff and student development, ensures that financial resources are effectively aligned with academic excellence and long-term programme success.

Evidences/Indicators

- Programs's budget

- Financial Management Policy
- Interview results

Recommendations:

N/A

Suggestions for the programme development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

5.1 Internal Quality Evaluation

The quality management system at BAU, in addition to the important documents in force at the university, is also additionally guided by ISO 9001:2015 standards (in the direction of processes and procedures). BAU's quality assurance policy corresponds to the needs and interests of staff, students, future graduates, employers and other interested parties.

It should be noted that the university's assessment/evaluation covers several main areas, such as the organization, implementation and management of the educational process, participants in

the educational process, and the provision of resources (human, financial, material and technical, etc.) to the educational process.

The institution conducts a stakeholder survey electronically, through which program staff and students evaluate the program, program implementation, program staff. In addition, potential employers and industry specialists evaluate the relevance, content, goals and planned results of the program, the employability and competitiveness of graduates, etc.

Based on the analysis of the monitoring results, expressed opinions and recommendations, aspects to be improved are identified, appropriate mechanisms are developed and implemented. The relevant structural unit takes the necessary measures to correct the aspects to be improved. Based on the presented documents, it can be said that the theoretical foundations of quality assurance are fully relevant and the procedures carried out based on these documents are transparent and consistent.

It can be said that the effectiveness of the activities of the Quality Assurance Service is assessed by the semester action plans and relevant performance reports developed by it, as well as by pre-determined target indicators.

The quality assurance system operating at the university is based on the PDCA principle - "Plan, Do, Check, Act".

According to the cycle, the existing mechanisms are used as follows:

I. **Plan** - in order to improve the program, the Quality Assurance Service plans the work to be carried out, determines the sequence of verification, develops verification criteria. The appropriate deadlines/period for the implementation of the above are determined.

During the interviews, the cooperation of the personnel involved in the program with the Quality Assurance Service in the planning of the program quality assessment process, the development of assessment tools and the implementation of the assessment was identified.

II. **Implement** - In order to improve the programs, the opinions and expectations of interested parties are studied. The attached documents presented demonstrate the validity of the process. The involvement of interested parties in this regard was also highlighted during the interviews. The institution actively uses both direct and indirect evaluation methods.

III. **Check** - BAU has established the necessary criteria, procedures, periodicity and how the results of the check are discussed.

When studying the presented documents, it was revealed that not only the state of the institution and the quality of the educational program and its implementation were studied, but also the material and technical resources, infrastructure, inventory and equipment, library book fund and databases, software and information and communication technologies and human resources (administrative, academic and invited personnel) were studied.

IV. **Develop** - at this stage of the cycle, the quality assurance service analyzes the information obtained as a result of the inspection/assessment, draws appropriate conclusions and responds further.

It was also revealed in the presented documents and confirmed during the interviews that after the analysis of the surveys, in order to eliminate the discrepancy, measures to be taken are formulated and deadlines for their implementation are determined. The subject of the inspection is necessarily informed and feedback is received from them. Then, the quality assurance service checks the implementation of the planned measures within the established deadlines and evaluates the achieved results.

It should be said that the entire cycle is completed, starting from the planning process to its final stage (development).

All studied aspects and processes are documented using forms developed for this purpose, which confirms the existence of evidence-based approaches.

It was also revealed during the interviews that both academic and administrative and support staff were involved in compiling the program self-evaluation report. In addition, the quality assurance department, together with the personnel involved in the program, took care of eliminating the shortcomings identified during the work on the account.

Evidences/Indicators

- Quality Assurance Policy
- On the Concept of the Master's Program in Public Health and Healthcare Policy
- Quality Assurance Mechanisms
- Quality Assurance Manual
- Methodology for Developing Educational Programs
- Learning Outcomes and Assessment System
- Results of the Assessment and Changes Made
- Report and Recommendations of the Quality Assurance Service
- Analysis of the Employer Survey
- Interviews Conducted During the Accreditation Visit

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

BAU uses external assessment tools for program accreditation in the process of preparing higher education programs. It cooperates with the LEPL National Center For Educational Quality Enhancement.

Along with the evaluation of educational programs, the university uses expert assessment of management processes, such as ISO:9001. As was evident from the documents and noted during the interviews, after obtaining certification, an annual audit will be carried out and development activities have been planned.

The institution has developed an external assessment form for the educational program, which it uses in the context of the evaluation of the program by an external expert or specialist in the field, although in the case of this specific program, no external assessment was presented. Therefore, it is suggested that when developing each new program, an external evaluator (expert) participates in the external evaluation of the program, who is not a representative of the program being evaluated, is not an interested party, adheres to ethical norms during the evaluation, and, if necessary, has both general knowledge and relevant sectoral competencies. The results of the external evaluation of the university should be used for the purpose of quality assurance and development, and the recommendations made because of the external evaluation should be taken into account accordingly.

Evidences/Indicators

- Program submitted for accreditation
- Quality Assurance Manual
- Interviews conducted during the accreditation visit

Recommendations:

- N/A

Suggestions for the programme development

- It is suggested that when developing each new program, an external evaluator (expert) participates in the external evaluation of the program, who is not a representative of the program being evaluated, is not an interested party, adheres to ethical norms during the evaluation, and, if necessary, has both general knowledge and relevant sectoral competencies

Evaluation

Please, evaluate the compliance of the programme with the component

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

At BAU, program monitoring and periodic evaluation are carried out with the involvement of academic, visiting, administrative, support staff, students, graduates, employers and other interested parties, through the systematic collection, processing and analysis of information.

The issues of program evaluation and development are regulated by the evaluation/monitoring procedure for educational programs by determining the relevant indicators/criteria, sources of evaluation, evaluation periodicity and entities responsible for or involved in the evaluation.

Program evaluation, as already discussed in the evaluation of substandard 5.1, is carried out using various indicators. This, in turn, implies both academic performance, graduate employment rates, program demand, etc., and also includes studying the expectations and attitudes of stakeholders, the use of other mechanisms for systematic collection and analysis of statistical information in the evaluation process (e.g., feedback, information, etc.), which is aimed at correcting deficiencies in the design and/or implementation of the curriculum.

The quality assurance service is evaluated by submitting a semester report, which is developed as a result of observation and evaluation of the educational process carried out by academic and visiting staff.

The university pays attention to the procedures for assessing the professional development and academic performance of academic/visiting staff. This is spelled out in the document on the evaluation of educational and research activities of personnel, which also defines the procedures and criteria for assessing the professional development and academic performance of personnel. The program director evaluates the teaching staff based on predetermined lecture attendance criteria.

In addition, the collegial peer review team evaluates the lectures/practical/laboratory sessions. The staff annually submits a report on their teaching and research activities, according to which they are assigned a rating score. The academic staff also submits a self-evaluation report.

At the end of each semester, students fill out a questionnaire on satisfaction with lecturers and evaluate the teaching staff in a specific semester, which is processed and analyzed by the Quality Assurance Service.

The assessment of the teaching and research activities is carried out through a student survey. At the end of each semester, students fill out a questionnaire through which they assess the difficulty of the course, satisfaction with the literature, the correspondence of contact and independent academic workload to the credits awarded for the course, etc.

The university uses both direct and indirect assessment methods to directly assess learning outcomes.

The university did not present a “benchmarking document”. It is suggested that the university periodically compares similar programs of foreign and local universities and presents this in the form of an independent document, the so-called “benchmarking” document.

Evidences/Indicators

- Quality Assurance Mechanisms
- Survey Forms
- Evaluation of the Educational Program
- Quality Assurance Guidelines
- Educational Program Design and Development
- Survey Forms for Academic and Visiting Staff
- Survey Forms for Students and Graduates
- Personal Files of Academic/Visiting Staff
- Interviews Conducted During the Accreditation Visit

Recommendations:

- N/A

Suggestions for the programme development

It is suggested that the university periodically compares similar programs of foreign and local universities and presents this in the form of an independent document, the so-called “benchmarking” document

Evaluation

Please, evaluate the compliance of the programme with the component

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: LLC BAU International University, Batumi

Name of Higher Education Programme, Level: Public health and healthcare policy, Master's degree

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:

Chair of Accreditation Expert Panel

Prof. Aurelija Blaževičienė

Accreditation Expert Panel Members

Tea Kochordaze

Natia Noghaideli

Giorgi Merabishvili

NINO PATARAIA