NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

1) Data Driven Digital Marketing - MA
2) Digital Marketing – MA (EMBA)

Business and Technology University
Legal entity of private law

Evaluation Date(s) July 22-23, 2025

Report Submission Date: September 29, 2025

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Business and Technology University Legal entity of private law
Identification Code of Institution	405155638
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Veronica Bulat, Moldova State University, Republic of Moldova
Member (Name, Surname, HEI/Organization, Country)	Vasil Kikutadze, Tbilisi State University, East European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamaz Uzunashvili, Georgian American University, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Data Driven Digital Marketing	Digital Marketing
Level of higher education	II, Master's Studies	II, Master's Studies (EMBA)
Qualification to be awarded	Master of Marketing	Executive Master of Business Administration in Marketing
Name and code of the detailed field	Marketing and Advertising 0414	Marketing and Advertising 0414
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-
Language of instruction	Georgian	Georgian
Number of ECTS credits	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New

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

II. Accreditation Report Executive Summary

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

The cluster under review comprises two newly established master's degree programmes in the field of marketing, implemented by the Business and Technology University (BTU), a private higher education institution operating under Georgian legislation:

- Data-Driven Digital Marketing – Master's Studies (120 ECTS), awarding the qualification Master of Marketing.
- Digital Marketing (EMBA) – Master's Studies (60 ECTS), awarding the qualification Executive Master of Business Administration in Marketing.

Both programmes are delivered in the Georgian language, with integration of English-language academic resources and recommended readings. The programmes were designed in alignment with:

- The National Qualifications Framework (NQF) and the sectoral benchmark for marketing.
- BTU's institutional mission to provide modern, practice-oriented higher education and promote competitiveness in local and international markets.
- Labour market research findings, including national and international trends in digital and data-driven marketing.

The programmes share a common strategic orientation, focusing on the development of advanced marketing skills, the integration of digital technologies, and the cultivation of managerial competencies, with each tailored to the needs of distinct student profiles:

The Data-Driven Digital Marketing programme targets graduates seeking comprehensive academic preparation and research skills in marketing.

The Digital Marketing (EMBA) programme is designed for experienced professionals aiming to strengthen strategic decision-making and leadership capabilities.

- Overview of the Accreditation Site Visit

The accreditation site visit took place on 22–23 July 2025 at BTU's main campus in Tbilisi. The expert panel consisted of six members, including the Chair, and was accompanied by an NCEQE representative and an interpreter.

The visit included:

- Meetings and interviews with the university administration, programme directors, academic and invited staff, students, graduates, and employers.
- Review of facilities, including classrooms, laboratories, library resources, and the learning management system (BTU Classroom).
- Observation of resources such as the electronic library catalogue, IT infrastructure, and student support services.
- Examination of documentation, including the self-evaluation report, curricula, syllabi, quality assurance reports, strategic planning documents, and financial sustainability plans.
- Verification of compliance with national standards through document analysis and stakeholder feedback.

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

The atmosphere during the visit was open and constructive, with active participation from all stakeholder groups. The panel noted a high level of cooperation, transparency, and willingness to discuss strengths and challenges.

- Brief Overview of Education Programme Compliance with the Standards

The expert panel found that both programmes comply with all accreditation standards, demonstrating strong alignment between objectives, learning outcomes, teaching methods, and assessment systems.
Key observations by standard include:
  - Programme Objectives and Learning Outcomes – clearly defined, realistic, and consistent with institutional mission and sectoral benchmarks; formulated using measurable verbs; aligned with labour market requirements.
  - Methodology and Organisation of Teaching – student-centred teaching methods, diverse assessment tools, and effective mechanisms for developing practical and research skills.
  - Student Achievements and Support – comprehensive academic, career, and administrative support systems; accessible consultation opportunities; multi-channel communication; structured master's thesis supervision.
  - Teaching Resources – adequate human, material, informational, and financial resources; modern infrastructure; qualified academic and invited staff; opportunities for professional development.
  - Teaching Quality Enhancement – well-established internal and external quality assurance processes; regular programme monitoring and review involving multiple stakeholders; use of national and international benchmarking.

While both programmes perform strongly across all standards, the panel identified specific areas for enhancement to further strengthen sustainability and international competitiveness.

- Recommendations

No specific recommendations have been made.

- Suggestions for the Programme Development
  - Program 2. "Digital Marketing" – Master's Degree: It is suggested that the program structure incorporate more content on strategic human resource management, ideally by offering it as a separate course (mandatory or elective).
  - It is suggested to make greater use of the international electronic library databases available at the university within the syllabi of study courses.
  - It is suggested to provide for prospective students minimum passing scores for the internal examinations.
  - It is suggested to specify what type of international certificate for English will be accepted and indicate minimum score for each certificate.
  - It is suggested that students and graduates actively participate in the self-evaluation process as members of the working group, so that their suggestions and recommendations are fully articulated and, as far as possible, taken into account in subsequent stages.
  - For sustainability of the programs, it is suggested to increase affiliated academic staff

- Programme 1 (Data Driven Digital Marketing, Master's level) - To support master's thesis supervision, it is suggested to increase the number of academic staff with doctoral degrees relevant to program field.
- It is suggested to increase the budget allocation for "support for student-led initiatives."

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

Industry engagement – Active cooperation with local and international employers ensures curricula remain relevant to labour market needs.

International curriculum development – Participation in the Erasmus Mundus project on innovative master's programme design, involving universities from France, Portugal, Cyprus, and others, resulting in the Data-Driven Digital Marketing curriculum.

Comprehensive student support system – Multi-channel communication through BTU Classroom, email, SMS, and a dedicated Student Support Office, combined with active career development services.

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

The expert panel fully shares the argumentative position of the HEI as expressed in the self-evaluation report and supporting evidence. The institution's analysis, claims, and conclusions were consistent with the findings of the site visit and document review.

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

As these programmes are undergoing accreditation for the first time, no re-accreditation progress applies. Nonetheless, their design process incorporated best international practices, proactive employer engagement, and benchmarking with top foreign and Georgian programmes, reflecting BTU's commitment to innovation and quality from the outset.

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

Evaluation approaches for the accreditation experts:

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

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

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

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The University of Business and Technology offers two master's programs within the field of marketing: "Data-Based Digital Marketing" and "Digital Marketing." The objectives of these programs are clearly defined, realistic, and aligned with the missions of both the university and the faculty.

The mission of the university is - ,,To offer society modern higher education, to provide the motivation and opportunity for competitiveness not only in the local but also in the international market, to be oriented towards the creation and dissemination of modern knowledge, and to promote integration into the international arena."

The mission of the faculty is - ,,To provide quality education that reflects current innovations and achievements in the field, and to create and continually support a stream of graduates who are competitive in both the local and international markets."

The goals of the programs grouped within this cluster respond to the demands of the modern labor market. Marketing, as a key component of business administration, has become a primary tool for ensuring competitiveness at both the local and international levels.

The implementation of these programs will foster the training of a new generation of marketing specialists, promote market-oriented initiatives within society, encourage greater inclusion, and support business sustainability.

Information about the programs included in the cluster is publicly available on the university's website: https://btu.edu.ge/stsavla/.

Both programmes in the cluster demonstrate a clear alignment between their objectives, learning outcomes, and the overarching mission of the institution. Their focus on innovation, labour market relevance, and the integration of theory with practice ensures that graduates are well-prepared to meet the demands of a rapidly evolving business environment. By fostering competencies that are applicable in both local and global contexts, these programmes not only contribute to the professional success of their graduates but also enhance the university's role as a driver of economic and social development. This coherent vision, combined with a strong commitment to

quality and continuous improvement, confirms the programmes' strategic importance within the higher education landscape.

Description and Analysis

Program 1. "Data-Based Digital Marketing" – Master's Degree

The goal of this master's program is "to prepare competitive professionals with in-depth knowledge of the marketing field, along with relevant practical and research skills. Graduates will possess leadership abilities and expertise in the emerging field of data-based digital marketing, enabling them to assume expert or leadership positions within the industry."

This goal clearly defines the type of specialist the program seeks to train. It is both clear and realistic, as the requirements for graduates are specified and, given the current context, are achievable through the program's structure.

Upon successful completion, graduates will be prepared not only to meet the demands of the local labor market but also to compete internationally, thereby contributing to societal development. The goals of the program align with the requirements of the second cycle of higher education and ensure that students acquire the necessary competencies. Furthermore, the program's objectives are consistent with the mission and strategic vision of both the faculty and the university.

Program 2. "Digital Marketing" – Master's Degree

The goal of the Digital Marketing Master's Degree Program is "to prepare competitive professionals with strategic thinking, decision-making, and leadership skills, who are capable of contributing to business objectives, organizational sustainability, and continuous development through the use of marketing and data management tools." The program is designed to train specialists equipped with both theoretical knowledge and practical experience in the field.

The program's goal is realistic and achievable. Graduates will be able to perform professional activities at a high level in line with the qualifications specified in the curriculum and will be prepared to contribute to the development of society. The program equips students with competencies that enable employment opportunities in both local and international labor markets, while its objectives clearly reflect the current trends and requirements of the modern workforce.

The goal of the program is fully consistent with the mission and strategic vision of both the faculty and the university.

Evidences/Indicators

- Educational programs
- Program self-assessment report
- BTU mission and faculty mission (BTU Development Strategy)
- Interviews with university administration
- BTU website: https://btu.edu.ge/chven-shesakheb/ | https://btu.edu.ge/en/chven-shesakheb/
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Recommendations - None

Suggestions - None

Recommendations and Suggestions according to the programmes: None

Evaluation [6]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

1.2 Programme Learning Outcomes

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

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

Cluster and individual evaluation

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

The programs presented by the institution within this cluster have logically defined learning outcomes. These outcomes are based on the Classifier of Fields of Study in force in Georgia, the National Qualifications Framework (Master's level), expert opinions, and the specific features of each program.

The learning outcomes are formulated clearly and concisely, using measurable verbs that facilitate effective monitoring and assessment. They correspond directly to the objectives of each program and are presented in the context of knowledge, skills, responsibility, and autonomy. The outcomes follow a coherent developmental sequence: introduction – deepening – reinforcement.

The outcomes are realistic and accurately reflect the specifics of the qualifications awarded by the programs: "Master of Marketing" and "Executive Master of Business Administration in Marketing." While the outcomes of the individual programs differ according to the qualification awarded, both are fully aligned with the master's level of study.

Each program is accompanied by a mapping of its goals and learning outcomes, illustrating their logical interconnections. The outcomes are well aligned with labor market demands and address both local and international trends in marketing. As confirmed during interviews, employers were actively involved in program

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[6] Evaluation is performed for each programme separately.

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development, are familiar with the defined outcomes, and their perspectives are reflected in the program documentation.

The learning outcomes of the "Data-Based Digital Marketing" Master's program provide graduates with the opportunity to pursue further studies at the next level of higher education. In contrast, the outcomes of the one-year "Digital Marketing" Master's program equip graduates with practical skills and competencies that ensure their competitiveness in line with current industry requirements.

Additionally, both programs define outcomes in terms of instrumental, interpersonal, and systemic competencies, further clarifying the professional prospects of their graduates.

The learning outcomes of both programmes in the cluster are clearly articulated, logically structured, and fully aligned with their respective objectives, qualifications, and the master's level requirements of the National Qualifications Framework. They are measurable, realistic, and tailored to the specific needs of the marketing field, integrating both academic and practical dimensions. The explicit connection between programme objectives, mapped outcomes, and labour market demands ensures that graduates acquire not only advanced theoretical knowledge but also the applied skills, autonomy, and professional responsibility necessary for leadership roles. This alignment, supported by active stakeholder engagement and continuous quality monitoring, reinforces the programmes' capacity to produce highly competent specialists capable of contributing meaningfully to the development of the profession and the wider socio-economic environment at both national and international levels.

Description and Analysis

Program 1. "Data-Based Digital Marketing" – Master's Degree

The learning outcomes of the Data-Driven Digital Marketing Master's Degree Program are defined across ten outcomes. In line with the program's goals and specific focus, these outcomes cover the components of knowledge, skills, responsibility, and autonomy.

The outcomes are formulated logically, using verbs from Bloom's Taxonomy, which enhances clarity and measurability. They accurately reflect the specifics of the qualification "Master of Business Administration in Marketing" awarded by the program and are aligned with the corresponding level of higher education. According to these outcomes, graduates will be able to identify marketing problems in depth, systematically and independently; develop new content; and plan, manage, and lead marketing processes. The outcomes are consistent with the Marketing Higher Education Sectoral Characteristics of the second cycle of higher education.

The program includes a mapping of goals and learning outcomes, demonstrating how each outcome contributes to achieving the program's objectives. The outcomes are developed according to the logic of introduction – expansion – reinforcement. They are well aligned with the requirements of both local and international labor markets, ensuring that graduates will be competitive specialists.

Furthermore, graduates of the Data-Driven Digital Marketing Master's Program are eligible to continue their studies at the doctoral level in both Georgian and international higher education institutions, without requiring additional qualifications beyond those already obtained.

Program 2. "Digital Marketing" – Master's Degree

The learning outcomes of the Digital Marketing Executive Master's Degree Program are presented in a compact form of seven outcomes. In line with the program's goals and specific focus, these outcomes encompass the components of knowledge, skills, responsibility, and autonomy. They are consistent with the requirements of the Marketing Higher Education Sectoral Characteristics for the second cycle of higher education.

The outcomes are formulated logically, using Bloom's Taxonomy verbs, which improves clarity and measurability. They accurately reflect the qualification awarded by the program, "Executive Master of Business Administration in

Marketing." Graduates will possess applied knowledge, skills, and competencies that enable them to integrate and expand upon expertise in marketing, business, and management/administration, while also building on at least five years of prior professional experience in the field.

The program is accompanied by a mapping of goals and outcomes, which clearly illustrates how each learning outcome contributes to achieving the program's objectives. The outcomes follow a developmental sequence of introduction – expansion – reinforcement. They are aligned with both local and international labor market demands, ensuring that graduates are prepared to enter these markets as competitive specialists.

Graduates of the Digital Marketing Master's Program will be qualified to work in the private, public, and non-governmental sectors, in both middle- and high-level managerial positions in the field of digital marketing. Potential employers include all types of organizations that maintain marketing departments and/or are engaged in the planning and implementation of digital marketing and communication strategies.

Evidences/Indicators

- o Educational programs
- o Program self-assessment report
- o Labor market research results
- o Interviews with the program director and head of quality service
- o Map of program goals and learning outcomes
- o BTU website: https://btu.edu.ge/

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The learning outcomes of the Master's programs "Data-Based Digital Marketing" and "Digital Marketing" presented in the cluster are assessed in accordance with the university's established rules and regulations. The university's learning outcomes assessment system operates based on the principles of publicity, transparency, equality, and fairness. The assessment of learning outcomes begins immediately upon program establishment.

The assessment process includes the following stages: establishing the learning outcomes, analyzing the curriculum (program), assessing the learning outcomes, and utilizing the assessment results to improve the program.

Learning outcomes are evaluated through both direct and indirect methods. Direct assessment methods verify whether students have achieved the intended outcomes by evaluating tasks completed in relevant courses or program components, as identified in the curriculum map where learning outcomes are reinforced. Each program is accompanied by a detailed plan for assessing learning outcomes, specifying for each outcome the assessment method, criteria, target benchmarks, and acceptable deviation ranges (typically 5-10%).

If outcomes deviate beyond the permissible range, the issue is identified, and relevant components such as program content, admission prerequisites, teaching and learning methods, assessment approaches, or credit allocation are reviewed and adjusted if necessary. Target benchmarks for the following year are then set based on the previous year's results with a focus on continuous improvement.

Indirect assessment methods include surveys of students, graduates, and employers. These surveys evaluate the competencies of employed graduates or students and compare them with the planned learning outcomes. Feedback from stakeholders (students, faculty, program implementers, graduates, potential employers, etc.) is collected through meetings, interviews, or pre-designed electronic questionnaires, where participants express opinions on the quality and relevance of the achieved competencies. Recommendations for program changes are formulated based on the analysis of these assessments.

The documented evidence confirms that the university maintains a well-functioning learning outcomes assessment system that complies with existing regulations and ensures the effective implementation of academic programs.

Supporting documentation submitted by the university includes detailed assessment plans, mapping documents, survey forms, and analysis reports. This indicates that the university's assessment system follows the "dynamic circle of quality development" model (as defined in the Tuning Project), ultimately ensuring the achievement of desired educational outcomes.

Both programmes within the cluster demonstrate a well-structured, transparent, and systematically implemented mechanism for evaluating learning outcomes, fully aligned with institutional regulations and international quality assurance principles. The integration of direct and indirect assessment methods, coupled with clearly defined benchmarks and responsive improvement measures, ensures that the evaluation process is not merely a formality but an active driver of programme enhancement. By systematically collecting, analysing, and acting upon feedback from multiple stakeholders, the university fosters a culture of evidence-based decision-making and continuous quality improvement. This cyclical approach not only guarantees the relevance and effectiveness of the programmes but also strengthens their capacity to adapt to evolving academic standards, labour market demands, and societal needs at both the national and international levels.

Evidences/Indicators
- o   Educational programs
- o   Program self-evaluation report

- o Results of labor market research
- o Interviews with the program director and head of quality service
- o Map of program goals and learning outcomes
- o Methodology for planning, developing, implementing, and improving programs
- o Mechanism for assessing program learning outcomes (including maps of curriculum relevance and program components relevance)
- o Results of internal and external quality assurance evaluations
- o BTU website: https://btu.edu.ge/

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

The Master's programs in "Data-Based Digital Marketing" and "Digital Marketing" presented in the cluster are developed according to the institution's "Methodology for Planning, Designing, Implementing, and Developing Educational Programs," which complies with Georgian legislation and the European Credit Transfer and Accumulation System (ECTS).

The Data-Based Digital Marketing Master's program meets the credit volume prescribed by Georgian legislation (120 ECTS credits) and consists of the following components: 1) educational component (mandatory and elective

courses) and 2) scientific research component (mandatory master's thesis). The program structure is coherent and follows a logical progression from general to specific topics and from simple to complex concepts.

The Digital Marketing Master's program also complies with Georgian legislation regarding volume (60 ECTS credits) and includes: 1) mandatory and 2) elective courses. This program allows students to tailor their individual educational profiles according to their interests.

Both Master's programs' structures conform to the requirements of the Higher Education Sectoral Characteristics of Marketing, Level II of Higher Education, and Level VII of the National Qualifications Framework, ensuring that graduates receive the corresponding qualifications of "Master of Marketing" and "Executive Master of Business Administration in Marketing."

The program structures are logically constructed to ensure the achievement of the intended learning outcomes. Each program is accompanied by a detailed curriculum, including a prerequisite matrix and semester-wise course distribution.

The Data-Based Digital Marketing program includes a research component, admission to which requires prior completion of research methods and earning at least 75 credits of specified courses by the fourth semester. Similarly, prerequisites for mandatory and elective courses in the Digital Marketing program are logically arranged to support the achievement of program goals.

According to the university's methodology, academic and invited staff, employers, students, and graduates from related programs were involved in developing the presented programs, as confirmed during interviews. The program structures support the achievement of planned learning outcomes, preparing graduates to be competitive in both local and international labor markets, thus promoting the university's internationalization efforts.

The Master's programs grouped in the cluster are publicly available on the BTU website (https://btu.edu.ge/stsavla/) for all interested parties.

Both programmes in the cluster exhibit a coherent and logically sequenced structure that fully supports the achievement of the stated learning outcomes and aligns with national legislation, the National Qualifications Framework, and the Higher Education Sectoral Characteristics of Marketing. The balanced combination of mandatory and elective components, the integration of research or applied project elements, and the use of internationally recognised literature and methodologies ensure that the programmes remain relevant, competitive, and responsive to evolving professional demands. The involvement of multiple stakeholders in the programme design process further reinforces their labour market orientation and societal value. By embedding internationalisation opportunities and fostering adaptability through elective choices, the programmes position graduates for success in diverse contexts while contributing to the institution's strategic goals for academic excellence, innovation, and global engagement.

Description and Analysis

Program 1. "Data-Driven Digital Marketing" – Master's Degree
The Data-Driven Digital Marketing Master's Degree Program comprises 120 ECTS credits: 72 credits are allocated to mandatory courses, 18 credits to elective courses, and 30 credits to the research component, which is completed through a master's thesis. Completion of the mandatory courses and the research component ensures that graduates acquire the necessary knowledge, skills, and competencies for the qualification of Master of Marketing as defined by the program.

Elective courses totaling 18 credits are offered each semester, allowing students to tailor their individual educational profiles. Upon program completion, a graduate's competencies will be a combination of those acquired

from mandatory courses and those developed through chosen electives. The qualification is awarded after accumulating at least 120 credits in accordance with program requirements.

The program's structure, including the courses offered, mandatory English-language literature, and admission prerequisites, supports internationalization. The curriculum is logically organized, with clear prerequisites for both courses and the master's thesis. The program progresses from simple to complex topics, following an accepted and proven pedagogical approach.

To further promote internationalization, the program includes exchange opportunities with partner universities: the Polytechnic Institute of Bragança in Portugal and the Belgrade Banking Academy in Serbia.

Graduates of the program will have the opportunity to pursue doctoral studies at higher education institutions in Georgia and abroad, without the need for qualifications beyond those awarded by this program.

Program 2. "Digital Marketing" – Master's Degree

The Digital Marketing Master's Degree Program comprises 60 ECTS credits, with 54 credits allocated to mandatory courses and 6 credits to elective courses. The program awards the academic degree of Executive Master of Business Administration in Marketing and is designed to be completed within one academic year. It is intended for professionals with at least five years of experience in marketing, business, or management/administration, which places special demands on the program's structure.

The program structure is logical, with clearly established prerequisites for course admission. It follows a progression from simple to complex topics, ensuring the achievement of the learning outcomes defined by the program.

Graduates can be employed in middle- and senior-level managerial positions in digital marketing across private, public, and non-governmental sectors. To better prepare future high-level managers, it is recommended that the program structure more explicitly addresses strategic human resource management, potentially as a separate compulsory or elective course. This would allow graduates to deepen their knowledge in this critical area as needed.

The program's structure, use of English-language textbooks and supporting literature, teaching materials, and technological systems enhance opportunities for internationalization and increase graduates' competitiveness in both local and global labor markets.

Graduates will also have the opportunity to continue their studies at Georgian or foreign higher education institutions, provided that the subsequent program does not require a qualification different from that awarded by this program as a prerequisite.

Evidences/Indicators

- o Educational programs
- o Program self-evaluation report
- o Results of labor market research
- o Interviews with the program director and head of quality service
- o Methodology for planning, developing, implementing, and improving programs
- o Mechanism for assessing program learning outcomes
- o Results of internal and external quality assurance evaluations
- o BTU website: https://btu.edu.ge/

Recommendations and suggestions according to the programmes:

Program 2. "Digital Marketing" – Master's Degree

    Recommendation(s):

    Suggestion(s):

- It is suggested that the program structure incorporate more content on strategic human resource management, ideally by offering it as a separate course (mandatory or elective).

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

The syllabi of the Data-Based Digital Marketing and Digital Marketing Master's programs presented in the cluster are structured as 6-credit courses. Each course syllabus provides detailed information about the course goal, learning outcomes, content, teaching and assessment methods and criteria, mandatory and supplementary literature, course instructor, curriculum, and contact and independent study hours.

Mandatory courses ensure the achievement of the program's learning outcomes by logically introducing, deepening, and reinforcing them. The goals and learning outcomes of each individual course align logically with the program's overall goals and learning outcomes, as confirmed by the provided correspondence maps. Each course is designed according to its specific characteristics; therefore, the number of credits, contact hours, and independent study hours allocated are appropriate and well reflect the nature of both the course and the program. The distribution of contact and independent hours varies depending on the course specifics.

The syllabi utilize up-to-date English-language mandatory and supplementary literature and clearly specify the methods and criteria for assessing individual learning outcomes. Prerequisites for course admission are also logically defined. It is recommended that the syllabi further incorporate the use of international electronic library resources available at the university.

Notably, the course syllabi include reference information on academic integrity, rules of conduct, examination procedures, grade appeals, and e-learning policies.

The structure, content, and credit allocation of the courses within both programmes are clearly aligned with their respective learning outcomes and overall programme objectives. The logical sequencing of mandatory and elective courses, the balanced distribution of contact and independent study hours, and the use of current, high-quality academic resources — including English-language literature — collectively ensure the effective development of the intended competencies. The incorporation of well-defined assessment methods, transparent grading criteria, and prerequisites supports both academic rigour and student progression. By embedding elements such as academic integrity guidelines, examination procedures, and e-learning policies within the syllabi, the programmes also reinforce a culture of professionalism and accountability. With the recommended enhancement of integrating international electronic library resources more extensively, the programmes are well positioned to maintain their relevance, strengthen their international orientation, and further enrich the student learning experience.

Description and Analysis

Program 1. "Data-Based Digital Marketing" - Master's Degree

The courses in the Data-Based Digital Marketing Master's Degree Program are structured as 6-credit courses, which is adequate to achieve the goals and learning outcomes defined in each course syllabus. The number of contact and independent study hours for each course is specified individually, according to its specific requirements.

Mandatory courses ensure the achievement of the program's learning outcomes, while elective courses allow students to expand their knowledge in their areas of interest. Each course syllabus outlines the student assessment system, which includes two forms: midterm and final assessments. The components of the midterm assessment contribute proportionally to the total midterm score, and minimum competency thresholds (minimum passing scores) are established for both midterm and final assessments.

Each course is assigned an author and a facilitator, who may be the same person or different individuals. Appropriate literature is used within each course, ensuring the achievement of the stated course goals and learning outcomes.

Program 2. "Digital Marketing" - Master's Degree

The courses in the Digital Marketing Master's Degree Program are structured as 6-credit courses. The program's courses are tailored to its specific focus and effectively reflect the requirements for awarding the academic degree of Master of Business Administration in Marketing. The syllabi of individual courses align consistently with the program's objectives and learning outcomes, as confirmed by the attached correspondence maps. Adequate literature is utilized within each course, ensuring the achievement of the course objectives and learning outcomes.

Evidences/Indicators

- o Educational programs
- o Program self-assessment report
- o Syllabi of study courses
- o Program curriculum maps
- o Interviews with the program director, academic and visiting staff, and the head of the quality service
- o BTU website: https://btu.edu.ge/

General recommendations of the cluster: None

General suggestions of the cluster:

- It is suggested to make greater use of the international electronic library databases available at the university within the syllabi of study courses.

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing , Master's degree)	☒	☐	☐	☐
Programme 2 (Digital Marketing, Master's degree)	☒	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

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

Prerequisites for the admission to the programmes submitted to the cluster accreditation take into account the specifics of the programme, ensure the inclusion of persons with the knowledge, skills and competences necessary to complete the programme. The prerequisites and procedures for admission to the programmes comply with applicable legislation. In addition, they are largely logically related to the programme outcomes, educational content, level, awarded qualification and language of instruction.

The university has established the methodology for planning the number of students in each study programme, which takes into account the specifics of the respective programme. In particular, according to the programme regulations, the ratio of academic and administrative staff and the number of students is determined according to the subject area of the programme. The load criteria for lectures, seminars and laboratories are also defined. The methodology determines the stability of the study programme and quality assurance.

In case of accreditation of the programmes, the prerequisites for enrolling in the programs will be posted on the university's website and will be available to all persons interested in them.

Suggestion 2.1.1

It is suggested to provide for prospective students minimum passing scores for the internal examinations.

Suggestion 2.1.2

It is suggested to specify what type of international certificate for English will be accepted and indicate minimum score for each certificate.

Programme 1 Data Driven Digital Marketing, Master's level

A person with a Bachelor's degree or equivalent academic qualification can be enrolled in the program. Univeristy requires English level proficiency at B2 level. All students should pass internal examinations in specialty and English language or should present document confirming his English language proficiency at least B2 level. Additionally, the university requires Georgian language at B1 level (should be provided the document confirming knowledge on B1 level or students should pass internal examination in Georgian language.

Programme 2 Digital Marketing, EMBA, Master's level

A person with a Bachelor's degree or equivalent academic qualification and at least 5 years of professional experience in the field of management/administration can enrol in the Executive Master's Programme. Admission to the Executive Master's Programme is based on the successful completion of a written English language test and an oral interview. Additionally, the university requires Georgian language at B1 level (should be provided the document confirming knowledge on B1 level or students should pass internal examination in Georgian language.

Evidences/Indicators

- Programme descriptions and curricula
- Course descriptions
- Self-Evaluation Report
- Interviews results during the on-site visit
- BTU website

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Suggestion 2.1.1
It is suggested to provide for prospective students minimum passing scores for the internal examinations.
Suggestion 2.1.2
It is suggested to specify what type of international certificate for English will be accepted and indicate minimum score for each certificate.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

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.

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

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

The programmes submitted for cluster accreditation ensure, in accordance with the learning outcomes and level of education, that students develop practical skills and participate in scientific research projects. The sectoral framework document for higher education in business administration proposes that the learning outcomes require practical and research skills at levels VII of the National Qualifications Framework. In the same document, the required learning outcomes for a master's degree include the need to develop research and practical skills.

Based on the study of the Self-Evaluation Report for the cluster accreditation of the programs and based on the study of the accompanying documents and the interviews conducted during the accreditation visit, it was found that the practical component of the programmes will mainly be achieved through project-based teaching methods and activities integrated into the training courses. During the interview process with programme leaders and staff involved in the implementation of the programme, it was noted that the programmes are loaded with practical teaching methods, as illustrated by the following examples:

Programme 1 (Data Driven Digital Marketing) offering the core courses:
Data analytics, Digital Analytics and Artificial Intelligence, Strategic Management, Strategic Marketing, Operations Management using modern platforms.

Programme2 (Digital Marketing, EMBA) offering the core courses:
Data Analytics, Marketing Research and Analysis, Strategic Marketing, Advertising in digital channels SEO optimization, Digital Analytics and Artificial Intelligence, Research Methods.

The university promotes student internships as an extra-curricular activity on its own basis and through internship/employment forums.

The university is interested in and promotes the development of students' independent activity skills which is realised by various practical, research and/or other activities independent of the curriculum. It is focused on promoting the development of the potential of all students. Information about the students' scientific research, practical and creative activities and events is posted on the university website. In order to develop practical and research skills, as well as entrepreneurial and consulting skills, the university cooperates with different Georgian firms and organizations. List of memorandums with different organizations is in the provided accreditation documentation.

Evidences/Indicators

- Programme descriptions and curricula
- Course descriptions
- Self-Evaluation Report
- Interviews results during the on-site visit
- BTU website

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The teaching-learning methods of each study course of the program correspond to the teaching level, the content of the course, the learning outcomes, the requirements of the field characteristics and ensure their achievement. Teaching-learning methods are described in each programme. In the teaching-learning process, taking into account the specifics of the programme component, methods of knowledge transfer are used, such as lectures, working in working groups, and teaching with electronic resources. Teaching-learning methods include various activities, like discussion-debate, problem-based learning, case analysis, synthesis, action-oriented teaching, and demonstration. Their combination is aimed at stimulating the participation of students in the educational process and their active involvement, cognitive/research skills, active operation and practical application of knowledge, analysis and interpretation of the situation and information, specification of results, generalisation and explaining, reasoning and formulating justified conclusions, structuring work and time management, solving problems and making decisions, working in a team and independently, establishing communication and leading a discussion, self-presentation and self-evaluation, etc. on formation of skills and maximum development.

Students get used to setting goals and using adequate ways and methods to achieve them, structuring the work to be performed, step-by-step planning and organising time, actively using information and communication technologies and the library fund to obtain the necessary information, searching for information, data and literature relevant to the assigned task, analysing information/data using appropriate methods, verbal/written communication, preparation and arrangement of a presentation, self-presentation, formation of conclusions and

opinions and argumentative defence, reasoning, etc. The methods used in the study of the programme component (indicated in the syllabi of the programme components) ensure the achievement of the sectoral and/or general competencies planned by the program component, and the combination of methods used in all the programme components ensures the achievement of the results envisaged by the programme. During the interview process with the academic and invited staff, it was clarified that in the teaching-learning methods and activities at the graduate level, emphasis is placed on methods important for the development of practical skills.

Activities aimed at the formation and development of analytical, practical and research skills, including practical work, performing tasks of increasing complexity, problem-based learning, case analysis, synthesis, induction and deduction, problem solving are especially important in the Executive Master's programme. In the teaching-learning process, it is possible to give priority to one or another method and to combine methods, which is aimed at the active involvement of Master's students in the teaching and research process, research and other skills (critical assessment of the situation/information, searching for new, original ways of solving problems and decision-making, independently performed strategic and rational planning work, selection and application of research methods, critical analysis and synthesis of complex, incomplete and/or contradictory information at a professional level, evaluation of results, interpretation, detailing/generalisation, presentation, etc.) on formation and development of already existing ones.

Diversity of teaching-learning methods ensures active involvement of students, staff and students in the learning process, as well as interaction between students in pairs or group work. Teaching-learning methods take into account the student's autonomous participation in the learning process and are aimed at the student's development of various skills, including critical and analytical skills. They are tailored to the individual needs of students. Depending on the individual special educational needs of the student or cultural characteristics, teaching-learning methods appropriate to the student's needs are used. If necessary, an individual program will be developed according to the student's interests and level of academic preparation.

Evidences/Indicators

- Programme descriptions and curricula
- Course descriptions
- Self-Evaluation Report
- Interview results during the on-site visit
- BTU website

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

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

Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The student assessment process at the University of Business and Technology (BTU) is organized in a way that fully ensures transparency, reliability, and compliance with legislation. This approach is based on both the national normative framework and European standards and recommendations, including the *Standards and Guidelines for Quality Assurance in the European Higher Education*, according to which assessment procedures must be characterized by publicity, transparency, equality, and fairness.

At BTU, student assessment is carried out in accordance with the 100-point system established by the regulation approved by Order №3 of the Minister of Education and Science of Georgia, dated January 5, 2007, on the rule for calculating credits in higher education programs. This system includes five types of positive and two types of negative evaluations, specifically:

A (Excellent) – 91–100 points;

B (Very Good) – 81–90 points;

C (Good) – 71–80 points;

D (Satisfactory) – 61–70 points;

E (Sufficient) – 51–60 points;

Fx (Result lower than satisfactory) – 41–50 points;

F (Fail) – 0–40 points.

If a student receives an Fx grade, they are given the opportunity to undergo an additional assessment procedure within the same semester. This includes a revised paper or another academic assignment, based on which the final grade is determined. In the case of an F grade, the student is not granted the right to retake.

The essence of the assessment process lies in the evaluation of students' academic achievements based on objective and clearly defined criteria. The university shares the approach that outcome-based assessment is one of the key elements of quality in higher education. Accordingly, the assessment of each academic component is carried out through predetermined mechanisms, which are reflected in syllabi and internal university regulations.

The main goals of student assessment at the University of Business and Technology are to:

· ensure a fair and consistent approach for all students;

· confirm the achievement of learning outcomes in alignment with the National Qualifications Framework and specific program objectives;

· assess students' skills and competencies so that the results serve as reliable indicators of their academic progress;

· promote continuous development through feedback, recommendations, and consultations.

Assessment is based on a learning outcomes-oriented approach. Each component is assessed using criteria that reflect both theoretical knowledge and practical skills. The methodology includes the following key principles:

· alignment with the program – all forms and tools of assessment correspond to the goals of the program and the specifics of the component;

· diversity – both interim and final assessment mechanisms are used;

· systematic and gradual – student achievements are evaluated in dynamics, ensuring the monitoring of progress.

The assessment process is based on a multifaceted approach and includes:

· ongoing assessment (throughout the semester) – activities, tests, presentations, individual and group assignments;

· interim assessment – evaluation of knowledge level in the middle of the semester;

· final examination – in a format defined in the syllabus (written, project, presentation).

BTU places special emphasis on informing students about their results. Feedback is provided step by step – after each interim activity, students receive a detailed explanation of their scores and recommendations for further development. A consultation system is in place, which ensures individual meetings, group discussions, and online consultations.

As noted during the relevant sessions of the visit, information about assessment criteria is available in the syllabi of the respective courses; in addition, the first lecture is dedicated to introducing the assessment system. Awareness in this regard is clearly evident.

It is also noteworthy that students are informed about the appeal mechanism. This process involves the review of the assignment by another faculty member, which is important in terms of objectivity.

At BTU, the assessment of the master's thesis is carried out by a collegial body – the defense commission – which operates based on predefined criteria. A prerequisite for defending the thesis is its verification through an anti-plagiarism system (Turnitin) and the receipt of a positive evaluation. Before the defense procedure, the master's student is required to submit a statement of ethical compliance, confirming that the thesis was completed independently and all sources used are properly cited.

Throughout the process of writing and defending the master's thesis, the supervisor ensures that the student is informed about the requirements for the thesis, the specifics of its implementation, and the rules and criteria for assessment. The thesis is evaluated on a scale from 0 to 100 points. A result of "F" is determined if the student receives 0–50 points. In such a case, the student loses the right to present the same thesis and is obliged to prepare a new one.

In summary, it can be stated that student assessment at BTU is based on international standards and national regulations and is implemented through transparent, fair, and effective mechanisms. The system is oriented towards learning outcomes, includes diverse forms of assessment, provides feedback and consultation, and ultimately creates a student-centered learning environment.

Evidences/Indicators
- Educational Programs
- Course Syllabi
- Student Assessment System
- Appeal Procedure
- Master's Thesis Preparation Rule
- Master's Degree Regulation
- University Website

- Interview Results

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

The University of Business and Technology (BTU) is distinguished by its student-centered approach, which is reflected in the strength and diversity of its support systems. The university provides a learning environment that fosters the academic, professional, and personal development of students. To achieve this goal, BTU utilizes several important instruments.

Academic support is implemented in multiple ways and includes consultations regarding the planning and engagement in the learning process. The development of individual study plans is also ensured, along with additional consultation hours when needed. As noted during the sessions, faculty members consistently express their readiness to consult students. Students themselves recall the best experiences in this regard and positively evaluate the consultation process.

As was mentioned repeatedly during the sessions, career support is a priority for the university. BTU collaborates with local and international employers, offering students real opportunities for internships and employment. The university maintains continuous communication with graduates as well — by sending job vacancies and offering lifelong learning opportunities.

The scientific component plays an important role, especially for master's students. The university does not yet have an internal academic journal, though discussions on this matter have already begun. In the meantime, academic publications are published on the university website in the relevant category. To promote scientific activity, annual monetary awards are granted to students and professors, one of the criteria for which is the submission of publications at local and international levels. It is also noteworthy that a budget is allocated for supporting student initiatives — in the amount of 2,900 GEL.

Information delivery systems are multi-channeled: the BTUClassroom platform, corporate email, SMS, phone communication, and the Student Support Office ensure timely and comprehensive communication. Students are also informed about issues of academic integrity — the use of the TURNITIN system, related training, and informational meetings make this process transparent and fair.

The policy of student rights and engagement is also a priority for the university. Mechanisms are in place to protect their interests, including mechanisms for resolving disputes, individual consultations, and special support when necessary. Students have the right, when needed, to appeal received results. Students are informed about this mechanism, and as noted, such a precedent has already been recorded and the process was conducted fairly and objectively. The appealed paper is sent to another evaluator, and thus, the procedures in this regard are well established.

Administrative and organizational support also includes informational meetings, individual consultations for master's students, coordination of student integration, and surveys conducted in the middle of the semester. The goal of the latter is the early identification of possible challenges and the prevention of obstacles. In addition, students and graduates are regularly sent semester-based questionnaires. Among them is a questionnaire regarding the supervision of the master's thesis, aimed at determining how satisfied the student was with the supervisor's work and how effectively the thesis process was conducted. Students and graduates also participate in focus groups to identify areas for improvement and ensure their timely resolution. Student and graduate engagement in the self-evaluation working group was achieved only in such formats, which is why we express the desire for students and graduates to be directly involved and actively participate in the self-evaluation working group, so that their needs, advice, and recommendations are clearly heard in the educational program development process, as it is the students and graduates who form the essential foundation upon which the further development of the university depends.

The experience gained by students during their studies at the university is mostly positive. They receive timely feedback and do not express concerns about the timely registration of grades. As noted during the sessions, they are familiar with the rules of assessment and appeal. The satisfaction of graduates is reflected in the fact that they continue to receive information about vacancies, training, and take advantage of lifelong learning resources.

Their satisfaction with international mobility is also noteworthy. Students and graduates with relevant experience were present at the sessions. It was noted that they continuously receive information about semester exchange programs and short-term international projects.

In conclusion, it can be said that BTU strives to create a high-quality, multifaceted, student-centered support system that includes academic, professional, research, and social components. The transparency, effectiveness, and development-oriented nature of the mechanisms place the university among those institutions where student well-being and success represent the strategic axis of the university.

Evidences/Indicators
- o   Survey Forms and Results
- o   Memorandums of Understanding (MoUs)
- o   Workload, Functions, and Responsibilities of Individuals Involved in Advisory Services, and Their Job Descriptions
- o   Electronic Portals/Platforms
- o   University Website
- o   Interview Results

General recommendations of the cluster: None

General suggestions of the cluster:

It is suggested that students and graduates actively participate in the self-evaluation process as members of the working group, so that their suggestions and recommendations are fully articulated and, as far as possible, taken into account in subsequent stages.

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

➢ Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

The university has a Master's Degree Regulation, which defines the conditions for the implementation and supervision of the scientific-research component of the Master's Degree Program. In accordance with this regulation, before the start of the final semester, the Academic Council approves both the research (thesis) topics and the corresponding supervisors.

At the first stage, the student selects a thesis topic of interest from the proposed list and, accordingly, the supervisor, and applies to the Dean of the Faculty with a formal statement. Alternatively, the student may propose their own research topic(s) for approval. The Academic Council reviews the proposed topic and, if approved, appoints the thesis supervisor.

The supervisor of a Master's thesis may be a member of BTU's academic staff, an invited specialist with appropriate qualifications, or a representative of a partner institution, provided they are certified as having relevant competence in the research topic. Competence may be demonstrated through:

- an academic or equivalent scientific doctoral degree in the relevant field,
- professional or practical experience and/or specialized training in the field,
- and/or publications in the relevant discipline.

If necessary, the Academic Council may also appoint a consultant to assist the student. A consultant must either have research experience in the general topic area, be a recognized specialist in the relevant field, or possess practical expertise relevant to the research.

The number of Master's students supervised by one person is determined according to the university's Personnel Planning Methodology. The following factors are considered:

1. The weekly workload of the supervisor should not exceed 40 hours.
2. The total weekly workload at BTU (teaching and other activities).
3. The duration of the semester.
4. The workload assigned to one thesis supervisor.

The regulations also define the obligations and responsibilities of thesis supervisors. In particular, a supervisor must explain the requirements and evaluation criteria of the thesis, guide the student in the research process, identify and help solve problems related to the research topic, and provide regular consultations, advice, and feedback.

In addition to the Master's Degree Regulation, the university has developed a detailed Master's Thesis Guide (syllabus), which specifies the procedures for completing the thesis. The supervisor is responsible for ensuring full implementation of the research in compliance with the Master's Regulations, Thesis Syllabus, Thesis Implementation Guide, and the Code of Ethics. Supervisors must also follow the conditions outlined in the syllabus, including requirements for meetings and consultations.

The Master's thesis must be presented in written form and meet the following requirements:

1. Length: on average 50–70 pages (A4 size), or adjusted depending on the research specifics.
2. Structure and formatting: in accordance with the Chicago academic style and BTU's Master's Thesis Creation Guide (link).

The thesis is assessed by the Public Defense Commission, based on the final evaluation of the submitted work.

The activities of thesis supervisors are also evaluated at the university. Assessment is based on the following criteria:

- Timely and full performance of supervisory duties.
- Quality of defended theses (evaluations of the work).
- Feedback from student surveys or interviews.
- Frequency and effectiveness of consultations and feedback, tailored to the student's research needs.
- Completion of the thesis within the established deadline.
- Reviewer assessments and conclusions on thesis quality.
- Number of theses successfully defended on time.

Negative factors affecting assessment include improper performance of supervisory functions, delays, or inadequate guidance.

The university has also conducted on-site monitoring of Master's theses defended within the Business Administration program. These theses generally met established requirements. Interviews with graduates indicated that, during the thesis process, they received sufficient consultations, advice, and support from supervisors and were familiar with the relevant regulations.

If necessary, description and analysis according to the education programmes

Description and Analysis

Program 1. "Data-Based Digital Marketing" – Master's Degree

Eight academic staff members with doctoral degrees, as well as four academic staff members with professional degrees, are involved in the implementation of the Data-Based Digital Marketing Master's degree program. According to the submitted documentation, the program plans to admit 50 students for the 2025–2026 academic year.

In line with the university's internal regulations, a supervisor may oversee a maximum of four Master's students, provided certain conditions are met. This allocation is considered realistic under the given circumstances. It is also noteworthy that, in addition to the university's academic staff, invited specialists may also participate in supervising Master's students.

Data related to the supervision of master's/doctoral students Programme 1 (Data Driven Digital Marketing, Master's degree)[7]	
Number of master's/doctoral theses supervisors	50
//Number of doctoral thesis supervisors	-
Number of master's students	0
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	1/4
Ratio - supervisors of doctoral theses/doctoral students	-

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

Program 2. "Digital Marketing" – Master's Degree

Seven academic staff members with doctoral degrees, as well as nine academic staff members with professional qualifications, are involved in the implementation of the Digital Marketing Master's program. According to the submitted documentation, the program plans to admit 50 students for the 2025–2026 academic year.

However, this program does not require the mandatory completion of a research component. Instead, it offers students an optional Master's project, for which the existing resources are sufficient.

Data related to the supervision of master's/doctoral students Programme 1 (Digital Marketing, Master's degree)[8]	
Number of master's/doctoral theses supervisors	50
//Number of doctoral thesis supervisors	-
Number of master's students	0
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	1/4
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators
- o Educational programs
- o Program self-evaluation report
- o Master's degree regulations
- o List of program implementing personnel
- o Personal files of program implementing personnel
- o Functions and responsibilities of the program director, Master's supervisor, and administrative personnel
- o Forms and results of student, graduate, employer, and staff surveys conducted by BTU
- o Interviews with the program director, academic and invited personnel, and the head of the quality service
- o BTU website: https://btu.edu.ge/

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

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

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing - MA)	☒	☐	☐	☐
Programme 2 (Digital Marketing - EMBA)	☒	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

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

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

Cluster and individual evaluation

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

The programmes grouped in the cluster involve appropriately qualified personnel who have the required competencies for the students to achieve the learning outcomes of the programmes. These competencies can be e.g. observed by the recent publications of the faculty staff, their practical experiences, and their participation in internationally relevant conferences. The university assists the staff with information on recent developments in the educational sector. Academic personnel and invited staff are used in good quantity and capacity to support the

sustainable management of the learning process. The university has an elaborate procedure to come up with the right staffing densities of academic, scientific, and invited staff for the programmes. This procedure is based on a student-to-faculty ratio analysis of faculty workload, projecting the demand for the programmes offered, and the use of benchmarking of staff performance. This same management ensures the effective and efficient completion of research activities and other administrative tasks assigned. Currently, measurements of productivity support the sustainable continuation of the programme development.

Further, the Heads of the programmes have adequate knowledge, skills, and experience in programme management and development. They actively participate in the process of the programme's establishment as well as the direct overseeing and operation of the programmes. Organisational resources include a sufficient number of administrative and support staff who are qualified correspondingly. This allows students to get the necessary additional support and has a positive impact on the effectiveness and longevity of the educational initiative. Administrative and other supportive personnel enrolled in programmes regularly check if students receive sufficient support. This helps students to have more support in their academic success thus enhancing the educational programmes on a broader scale.

The personnel involved in the implementation of each study programme have appropriate pedagogical and practical background to deliver the study outcomes according to the programme. This is affirmed through their personnel records. During the interviews with the academic and visiting staff, it was evident that they were very much motivated and committed toward programme quality enhancement. Faculty members strongly desire to teach students about examples of best practices and benchmarks as well as case studies from prominent businesses or public administrations. They also show initiative in determining and updating programme goals and learning outcomes, as well as reflecting on the structure of each programme.

The head of each study programme is familiar with the activities of the programme, has knowledge and experience in the development of the respective programme, and has experience in teaching the subject of the programme. The head of the programme participates in the day-to-day running of the programme. Also, the programme involves administrative and support staff with the right qualifications and abilities for their positions. This confirms that their credentials correspond to the tasks they accomplish to provide optimal support for each of the programmes in this cluster.

Programme 1 (Data Driven Digital Marketing, Master's level)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	20			
- Professor	3	2	2	2
- Associate Professor	7	7	2	2
- Assistant Professor	2	2	1	1
- Assistant				
Invited Staff	8	4	2	–
Scientific Staff				–

Programme 2 (Digital Marketing, EMBA, Master's level)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	16			
- Professor	3	3	2	2
- Associate Professor	5	5	3	2
- Assistant Professor	2	2	1	1
- Assistant				
Invited Staff	6	3	1	–
Scientific Staff				–

Recommendation 4.1.1:

For sustainability of the programs, it is recommended to increase affiliated academic staff

Evidences/Indicators
- Component evidences/indicators, including the relevant documents and interview results
- List of Lecturers
- CVs and diplomas

General recommendations of the cluster: None

General suggestions of the cluster:

Suggestion 4.1.1:

For sustainability of the programs, it is suggested to increase affiliated academic staff

Recommendations and suggestions according to the programmes: None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with

	requirements	requirements	requirements
Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

For the master's program in a cluster, the university has selected qualified supervisors who have relevant scientific-research experience in the field of research.

The Master's Program in Data Driven Digital Marketing thesis supervisor can be the academic or invited staff of the university with the doctoral academic degree, with the relevant scientific-research and/or practical experience in the field. In accordance with the specifics of a particular topic, priority may be given to the supervisor's scientific or practical experience as well as the relevance of previously performed topics under the guidance of the same person.

However, the number of academic staff with doctoral degree in the field should be increased to be relevant to number of potential graduate students of the program.

Programme 1 (Data Driven Digital Marketing, Master's level)[9]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	15		
- Professor	2	2	2
- Associate Professor	7	2	2
- Assistant-Professor	2	1	1
Invited Staff	4	2	–
Scientific Staff			–

Recommendations 4.2.1:

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

[10] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

To support master's thesis supervision, it is recommended to increase the number of academic staff with doctoral degrees relevant to program field.

Evidences/Indicators

- List of scientific works
- Self Evaluation report
- Interviews with academic and invited staff

General recommendations of the cluster: None

General suggestions of the cluster:

Suggestion(s):

Programme 1 (Data Driven Digital Marketing, Master's level)

Suggestion 4.2.1:

To support master's thesis supervision, it is suggested to increase the number of academic staff with doctoral degrees relevant to program field.

Recommendations and suggestions according to the programmes: None

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Self-Evaluation Report and on-site visit at the institution state that the University regularly evaluates its academic, scientific, and invited personnel involved in its programmes and thoroughly analyses the results. Staff evaluations are conducted by both the administration and students. At the end of each semester, students are asked to complete an electronic evaluation form. The results of these surveys are discussed at the board meeting. Programme staff are expected to enhance their professional qualifications, conduct research and publish findings, and participate in scientific conferences.

The University is committed to the professional development of its academic, scientific and invited staff. For example, the University operates upload all scientific publications on its web site (https://btu.edu.ge/kvleva/gankhortsielebuli-kvleveb/sametsniero-publikatsiebi/) In addition, the University offers financial support for scientific publications, participation in conferences and scientific trips. To facilitate the exchange of international experience, the University actively promotes participation in mobility programmes under the "Erasmus+" framework for its academic and visiting staff. During the on-site visit it was mentioned that to enhance qualification, the university offers its academic and invited staff to attend different professional webinars and seminars.

Evidences/Indicators

- Self-Evaluation Report
- On-site visit
- Other documentation provided by the University

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's level)	☒	☐	☐	☐
Programme 2 (Digital Marketing, EMBA, Master's level)	☒	☐	☐	☐

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

Cluster and individual evaluation

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

BTU is underpinned by robust material, informational, and financial resources, which collectively ensure its sustainable, stable, and effective operation. A modern, well-equipped, and carefully maintained infrastructure supports both students and staff. This includes state-of-the-art educational and computer auditoriums, alongside a fully developed information technology framework managed by the administration.

These material resources are purposefully aligned with BTU's objectives and regulatory standards by facilitating the university's goals through a comprehensive infrastructure that spans advanced classrooms, well-appointed labs, and a resilient IT environment. During the visit experts had an opportunity to observe all the campuses and infrastructure that BTU owns.

BTU's website is available in both Georgian and English, offering comprehensive access to strategic, regulatory, and methodological documents, along with complete educational program listings. It provides valuable information for students and other stakeholders, including details about the university's structure, organizational processes, available services, job openings and competitions, research opportunities, and contact points

We were able to test the BTU classroom portal. BTU operates the electronic learning management system BTU Classroom, accessible to students, faculty, and administrative staff. The platform supports academic registration including prerequisite checks document submission, management of class schedules and room assignments, and seamless communication between lecturers and students. It also integrates features like student surveys and an electronic application system to streamline interactions among students and administration.

The BTU Library features an electronic catalog with digital circulation support. The collection is reviewed and expanded at the start of each academic semester as needed. Currently, the print holdings comprise 5,416 items. Since August 2022, an additional 2,519 items have been added—an increase of nearly 80%.

Both programmes in the cluster benefit from a comprehensive and modern material resource base that fully supports the achievement of their intended learning outcomes. The university's well-maintained infrastructure, advanced IT systems, fully equipped classrooms and laboratories, and continuously updated library holdings ensure that students and faculty have access to the tools, information, and technology necessary for high-quality teaching, learning, and research. The integration of the BTU Classroom management system further enhances administrative efficiency, academic communication, and student engagement, while the availability of resources in both Georgian and English reinforces inclusivity and internationalisation. The institution's consistent investment in expanding and modernising its facilities, particularly the significant growth in library resources, reflects a strategic commitment to sustaining programme quality and aligning with evolving academic and industry requirements. This robust and adaptable resource environment provides a solid foundation for delivering competitive, innovative, and globally relevant education in the field of marketing.

Description and Analysis - Programme 1 - "Data Driven Digital Marketing"

BTU ensures full compliance across all its essential infrastructure for the Data Driven Digital Marketing master's program. Namely, books, electronic resources, onlilne library, computer classrooms, all are in ful compliance.

Description and Analysis - Programme 2 - Digital Marketing (EMBA)

BTU ensures full compliance across all its essential infrastructure for the Digital Marketing (EMBA) program master's program. Namely, books, electronic resources, onlilne library, computer classrooms, all are in ful compliance.

Evidences/Indicators
- o Programmes and syllabi - Annex 01-G / 01-E;
- o Methodology for planning, implementing and developing educational programmes - Annex 03-G / 03-E;
- o The results of internal and external evaluation of quality assurance - Annex 12-G / 12-E;
- o Additional information (Library) - Annex 15-G;
- o Site visit
- o BTU website

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

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing)	☒	☐	☐	☐
Programme 2 (Digital Marketing EMBA)	☒	☐	☐	☐

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

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

Cluster and individual evaluation

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

At BTU, the "Rule on financial and economic activity planning and budgeting" has been developed and is in operation. It defines and regulates essential aspects such as the purpose of financial management (budgeting), the primary financial document of BTU the budget along with its preparation, management, and monitoring. BTU maintains a robust system of accountability, financial management, and control. Moreover, the BTU budget, crafted with contributions from various structural units, serves as the institution's principal financial document. During the visit, both academic staff and students reported that they have ample access to financial support and noted that all essential needs are adequately funded. Despite the existing efforts, it is suggested to increase the

budget allocation for "support for student-led initiatives." The needs of the programmes are financed from the BTU budget (provided in the programme budget), e.g.: replenishment and renewal of material and technical resources, special equipment (if necessary), compensation of programme staff, replenishment-update of the library database, access to scientific bases, financing aimed at programme and staff development, promotion of Master's students' activities, etc. Despite the existing efforts, it is suggested to increase the budget allocation for "support for student-led initiatives." A representative of the higher education institution clarified that although numerous events are already organized for students, this does not preclude additional initiatives from students that may require financial backing from the institution.

Description and Analysis - Programme 1 "Data Driven Digital Marketing"

All program-related requirements are financed through the BTU budget (as allocated in the program budget). This includes the replenishment and renewal of material and technical resources and specialized equipment if required; compensation for program staff; updates to the library database; access to scientific facilities; funding dedicated to program and staff development; and support for initiatives involving Master's students, among other essential elements.

Description and Analysis - Programme 2 - Digital Marketing (EMBA)

All program-related requirements are financed through the BTU budget (as allocated in the program budget). This includes the replenishment and renewal of material and technical resources and specialized equipment if required; compensation for program staff; updates to the library database; access to scientific facilities; funding dedicated to program and staff development; and support for initiatives involving Master's students, among other essential elements.

Evidences/Indicators
- o Budgets of educational programmes - Annex 09-G / 09-E;
- o Analysis of the results of internal and external evaluation of quality assurance (including: #01 - internal evaluation of programmes) – Annex 12-G / 12-E;
- o Additional information (Budgeting and management) - Annex 15-G.

General recommendations of the cluster: None

General suggestions of the cluster:

It is suggested to increase the budget allocation for "support for student-led initiatives."

Recommendations and Suggestions according to the programmes: None

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Data Driven Digital Marketing)	☒	☐	☐	☐
Programme 2 (Digital Marketing EMBA)	☒	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing)	☒	☐	☐	☐
Programme 2 (Digital Marketing EMBA)	☒	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

The quality assurance of programmes grouped in the cluster was carried out in accordance with the BTU methodology of planning, implementation and development of educational programmes (https://drive.google.com/file/d/1RvFjkRBrKTbZBavsrU1waj_FMGTNPcFe/view). Methodology of planning, developing and improving educational programmes consists of two parts: (1)nPlanning and developing of the programme (Procedural aspects of programme development, modification, cancellation, approval; Programme construction algorithm. A model for curriculum planning, implementation and delivery; Tuning Curriculum Check Form; Programme development and improvement principles – "Dynamic quality development circle"; (2) Programme quality management and development: Programme analysis, use of assessment results to improve programme; Programme Quality Management Scheme; A list of key questions for programme development, implementation, maintenance, and evaluation; Programme evaluation in terms of programme improvement; ISO 9001:2015 and the Continuous Improvement Cycle (PDCA) as a quality enhancement mechanism; Block - scheme for managing the processes of planning, implementation and development of the programme using PDCA; SWOT Analysis as a quality increase mechanism; Quality Control Scheme (evaluation and use of evaluation results).
Methodology of planning, developing and improving educational programmes also includes the following annexes:

Checking the curriculum of the educational programme; Inspection of syllabus; Check the credit component of the programme component and student workload; Educational programme map (sample); Educational Programme Component Map (Sample).

During the site-visit interviews it was confirmed that academic and invited staff of the programme were involved in the process of development of the educational programmes and participated in the planning process of conducting self-evaluation of the programmes grouped in cluster and quality assessment procedures. The academic and invited personnel of the educational programmes grouped in the cluster cooperate with the Quality Enhancement Department in the process of planning the quality evaluation process of each programme, development of the instruments of assessment and conducting evaluation. While implementing the programme, they apply the results for the improvement of the programme. The head of each educational programme, together with the implementing personnel, takes into account the results of the selfevaluation of study courses and programmes, the quality evaluation results, the satisfaction survey results of students, alumni, academic/invited personnel, employers and internship places.

For the preparation of educational programmes for Cluster Accreditation, joint working groups ((including the sectoral group of the marketing direction) were formed by the decision of the Academic Council of BTU (Protocol #04-07, 05.08.2024). The working groups' activities were directed to the evaluation and analysis of the programmes, the determination of the common and individual characteristics of the programmes, the planning and implementation of changes, the collection, processing and summarization of information. The Quality Assurance (QA) Department provided information and consultative support to the persons involved in the selfevaluation process, who prepared information, developed recommendations and suggestions, and prepared conclusions.

The group for the self-evaluation process consisted of the Dean of the Faculty (Chair of the working group), Supervisor of Academic Development, heads of programmes, programme working groups (i.e. staff implementing the programmes), heads of structural units of BTU and the Quality Assurance Department. In addition to this, representatives of BTU partner organizations and employers from the industry organizations, foreign universities and BTU students and graduates of related programs participated in the self-evaluation process through focus groups interviews and surveys using predetermined questions. The self-evaluation process included a survey of the attitudes of interested parties (students, graduates, employers, etc.). For the purpose of public discussion, information about the new master's programmes was posted on the BTU website https://btu.edu.ge/siakhle-samagistro-programebi monatsemebze-daphudznebuli-tsiphruli-marketingi-da-tsiphruli-marketingi-emba/. The selfevaluation was a collegial complex process, and applied the principle of the Continuous Improvement Cycle (PDCA) as well as conducting a SWOT analysis.

It should be noted that in 2022-2023, with funding from the European Union and the coordination of the BTU, the Erasmus Mundus project on the creation of a joint innovative master's program design project was implemented. Within the framework of this project, a new master's programme curriculum in Data-Driven Digital Marketing was developed, based on the best international practices and experiences. The main partners of the project were: Versailles Saint-Quentin-en-Yvelines University (France), Polytechnic Institute of Braganca (Portugal), Cyprus University of Technology (Cyprus), and project supporters - Ljubljana School of Business (Slovenia), Belgrade Banking Academy (Serbia) and European Marketing and Management Association (EUMMAS). In the prosses of the self-evaluation of the programs grouped in cluster above mentioned experience was used by the self-evalustion team members.

This Self-Evaluation processes were conducted according the BTU's regulatory and methodological approaches used for the evaluation of both programmes grouped in the Cluster. The process was based on (1) Internal evaluations (in accordance with the "Quality Assurance Manual" and "Methodology of Planning, Implementation and Development of Educational Programmes" in force at BTU) and (2) External evaluations (the results of

programme evaluation by representatives of industry organizations and foreign HEIs).

The internal evaluation process at BTU also includes: planned monitoring of the activity of structural units; control of execution of BTU action plans; evaluation of institutional risks of BTU; annual institutional evaluation of BTU; revision of valid regulatory, methodological and other documents; complex annual self-evaluation of BTU; review of educational programmes (semester and complex); ongoing planned evaluations (eg, teaching and research process, student services, staff activities, etc.); survey of stakeholder attitudes (including students, programme implementers, BTU staff, employers, graduates). The results of the annual institutional self-evaluation of the BTU, the annual reports of Quality Assurance departmet as well as the reports on development plan implementations are published on the official web-site of the University (https://btu.edu.ge/khariskhis-uzrunvelqhopha/).

For the monitoring and evaluation of the electronic/distance learning process the university adopted the strategy/ methodology for implementation of electronic teaching (https://drive.google.com/file/d/1l_nVm6BnYLzzQCEf9MI4rWysH7hhL_n7/view) to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the time of accreditation expert group visit, no distance/hybrid study processes were in place. The university plans to implement a distance/hybrid study process in the future according to the current Georgian legislation.

Based on the information collected through the self-evaluation report, the enclosed documents, the additional documents provided by the University during the site-visit and site-visit interviews it can be concluded that for the quality assurance of the educational, research and management processes at BTU all evaluations carried out are complex, systematic, collaborative and transparent.

Evidences/Indicators
- BTU Quality Management System, Quality Assurance Mechanisms, Application and Effectiveness Assessment
- BTU Regulatory provisions/rules: website https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/
- Quality Assurance Department information materials (https://btu.edu.ge/khariskhis-uzrunvelqhopha/):
- Methodology of planning, implementation and development of educational programmes https://drive.google.com/file/d/1RvFjkRBrKTbZBavsrU1waj_FMGTNPcFe/view
- Quality Assurance Manual/Guiding principles for implementation of e-learning https://drive.google.com/file/d/1l_nVm6BnYLzzQCEf9MI4rWysH7hhL_n7/view
- E-learning methodology
- Decision of Academic Council of BTU on feasibility of implementing master's programs (Protocol #04-07, 05.08.2024)
- Document of the labor market research and analysis of local and international educational programs
- Internal evaluation of the programme
- External evaluations of the programmes
- Survey forms of students/graduates/employers/staff
- Conducted survey results of students/graduates/employers/staff
- Programme learning outcomes evaluation report (related program)
- Results of the focus group interviews
- Results of the evaluation of the activities of the staff (teaching and research quality, international mobility rate)
- Results of annual institutional self-evaluation BTU
- Annual reports of Quality Assurance Department
- Results of programmes dynamics
- Results of semester check of programmes
- Results of risk evaluation
- Results of monitoring of structural units
- Minitute of Academic Board Meeting (#04-07; 05.08.2024)

- Monitoring Rezults of Educational Programs Development Plan (Approved by the Academic Council #04-07; 05.08.2024)
- Academic and invited staff's teaching evaluation results
- Administrative and supportive staff evaluation results
- Evaluation results of Master thesis supervision
- Results of academic staff performance evaluation and satisfaction surveys. Report on their use in personnel management and development
- Evaluation of the quality and effectiveness of scientific, research, practical, etc. activities
- Report on scientific activities - 2017-2024
- Educational programmes
- Site-visit interviews
- Self-evaluation report submitted by the University

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's Studies)	☒	☐	☐	☐
Programme 2 (Digital Marketing, Master's Studies (EMBA))	☒	☐	☐	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

The mechanisms for the external evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational Programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions". BTU periodically submits information about each educational programme to the legal entity under public law to

the National Center for Education Quality Development (NCEQE) in the form of a self-evaluation report in accordance with the established deadlines and forms.

BTU consistently employs external program quality assessment mechanisms to evaluate the program from the perspectives of the labor market and various stakeholders. Program external quality assessment mechanism incorporates: employer survey, graduate survey, program evaluation by an external expert. Programs undergo periodic external evaluation by experts in the field. Based on their recommendations and guidance, potential modifications to the program are planned to ensure continued relevance and effectiveness.

In the case of new programmes (analogues of which are not implemented in BTU), it is mandatory to post information about the programme on the official website of BTU. Any interested stakeholders could participate in programme review by submitting their feedback to the University.

For new programme, external evaluators are provided with programme information (the form developed for this purpose in BTU is used, which indicates the name of the programme, the level of higher education, the qualifications to be awarded, the field of employment and the possibility of continuing studies, prequisites for admission to the programme, programme objectives, outcomes, programme structure (including mandatory and optional training courses, with reference to credits. Also, information related to training courses is sent to external evaluators). The received feedback is studied by the Head of the programme and the implementers of the programme in order to determine the need for changes in the programme and to implement the changes.

Programs within the cluster have also been subjected to external expert evaluations. In the process of self-evaluation, external evaluation of programmes was carried out by representatives of industry organizations and foreign partner Institutions of Higher Education. Accordingly, the programmes were reviewed in terms of compliance with industry and labor market requirements, as well as trends in international education (external evaluation confirmed the fluency and relevance of the programmes). The feedback and suggestions received during these evaluations were considered and integrated into the process of program updates and development.

Programmes that are presented for accreditation were compared to the similar educational programmes of foreign and local universities and a benchmarking document "labor market research and analysis of local and international educational programs" was prepared. The educational programmes have been compared with the National Sectoral Characteristics/Benchmark document.

Evidences/Indicators
- BTU Quality Management System, Quality Assurance Mechanisms, Application and Effectiveness Assessment
- BTU Regulatory provisions/rules: website https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/
- Quality Assurance Department information materials (https://btu.edu.ge/khariskhis-uzrunvelqhopha/):
- Methodology of planning, implementation and development of educational programmes
- Agreements/memorandums with partner foreign HEIs
- External evaluations by field experts/industry representatives and collegues from local and foreign universities
- Analysis of Labor and educational market
- Analysis of the results of internal and external evaluation of quality assurance
- Educational programmes
- Site-visit interviews
- Self-evaluation report submitted by the University

General recommendations of the cluster: None

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's Studies)	☒	☐	☐	☐
Programme 2 (Digital Marketing, Master's Studies (EMBA))	☒	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

The Quality Development Department of the University applies mechanisms for the evaluation and improvement of educational programmes on a regular basis. Instruments for monitoring the quality of educational programmes are implemented with the participation of students, employers, and alumni, as well as academic, invited and administrative personnel. Programme evaluation and development issues at BTU are regulated by the Quality Assurance Manual and the methodology of planning, implementation and development of educational programmes. The programmea are evaluated and monitored after the development and during the implementation period. This process includes several evaluations conducted by the Quality Assurance Department: annual selfevaluation of BTU, institutional evaluation of BTU, risk evaluation of BTU and periodic (semester and complex) evaluation of the programmes.

Programme monitoring and evaluation considers: programme extent; prerequisites for admission; objectives and learning outcomes of the programme; curriculum analysis; analysis of content of the programme; analysis of programme components (study course, internship etc.); analysis of credits distribution, evaluation of teaching and assessment methods and teaching material. It also considers evaluation of learning outcomes, achieving the results of the programme and its components and a comparison of targets and actual results. Further to this there is consideration of the requirements in the field and the best practices of foreign universities; using programme evaluation results to improve the provision. The monitoring process also includes evaluation of programme resources and student support services as well as monitoring the implementation of the programme through

observation of the teaching process, especially in the case of a new lecturer and based on the results of student surveys.

The university studies the expectations and attitudes of different stakeholders (teaching staff, students, graduates and institutions relevant to the future employment field of programme graduates) through surveys, interviews and meetings. The university periodically conducts employers' surveys and satisfaction surveys of academic, invited personnel, administrative and support staff, students and graduates. At the end of each study course in every semester, students anonymously evaluate (through questionnaires) the instructor and study course. The university regularly evaluates supervision of the master's and doctoral thesis using a special questionnaire. As part of monitoring and evaluation of the program, the University also evaluates the achievement of the learning outcomes of the program.

The university evaluates teaching activities of academic and invited personnel. It also evaluates research activities of the academic staff. The research activities at BTU are evaluated by the following main criteria: research outcome and reputation – publish articles in publications with an impact factor (citation ratio) and patents. The institution also considers integration of research with teaching and the use of the results of research activities in teaching (in components of educational programmes, etc.). The number of doctoral students, the number of presented dissertations and their evaluation and participation of students in research activities are also studied.

BTU evaluates performance of administrative, support staff using predetermined questionnaires. The university uses various indicators (including academic performance; graduate employment; programme demand, etc.) to monitor the programmes. It analyzes demand for the programme (including the stability of the student contingent and the positive balance of students transferred to the programme/students transferred from the programme).

The university studies and considers trends in the field, as well as studies similar programmes of foreign universities to consider best practices. In the process of the preparation of each educational programme, in order to bring to compliance with modern demands, they were benchmarked with similar programmes of Georgian and foreign universities and their best practices have been applied. All programmes were also scrutinized according to the national field benchmark document.

During the evaluation process, various activities (including student services and promotion) are evaluated - in this direction, the relevant department is responsible for conducting the evaluation and development of initial results of evaluation (for example, Career Development Center, Development and International Relations Department, Entrepreneurship Center, Research Center, Educational Process Management Department, etc.).

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

BTU demonstrates a comprehensive and systematic approach to the evaluation and continuous improvement of its educational programmes, underpinned by clear regulations, stakeholder engagement, and alignment with both national and international best practices. The university's quality assurance framework integrates multi-layered evaluation mechanisms — from annual self-assessments and institutional reviews to targeted course-level evaluations and stakeholder satisfaction surveys — ensuring that feedback loops are both robust and actionable. The consistent involvement of students, alumni, employers, and academic staff in these processes not only enhances the relevance and quality of the programmes but also fosters a culture of shared responsibility for educational excellence. The inclusion of benchmarking against foreign universities and alignment with sectoral benchmarks reinforces the competitiveness of BTU's programmes in a global context. By coupling rigorous monitoring of teaching, research, resources, and student services with data-driven recommendations, the institution ensures that programme development is responsive, evidence-based, and strategically oriented toward sustaining high standards, innovation, and graduate employability.

Evidences/Indicators

- BTU Quality Management System, Quality Assurance Mechanisms, Application and Effectiveness Assessment
- BTU Regulatory provisions/rules: website https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/
- Quality Assurance Department information materials (https://btu.edu.ge/khariskhis-uzrunvelqhopha/):
- Methodology of planning, implementation and development of educational programmes https://drive.google.com/file/d/1RvFjkRBrKTbZBavsrU1waj_FMGTNPcFe/view
- Quality Assurance Manual/Guiding principles for implementation of e-learning https://drive.google.com/file/d/1l_nVm6BnYLzzQCEf9MI4rWysH7hhL_n7/view
- E-learning methodology
- Decision of Academic Council of BTU on feasibility of implementing master's programs (Protocol #04-07, 05.08.2024)
- Document of the labor market research and analysis of local and international educational programs
- Internal evaluation of the programme
- External evaluations of the programmes
- Survey forms of students/graduates/employers/staff
- Conducted survey results of students/graduates/employers/staff
- Programme learning outcomes evaluation report (related program)
- Results of the focus group interviews
- Results of the evaluation of the activities of the staff (teaching and research quality, international mobility rate)
- Results of annual institutional self-evaluation BTU
- Annual reports of Quality Assurance Department
- Results of programmes dynamics
- Results of semester check of programmes
- Results of risk evaluation
- Results of monitoring of structural units
- Minitute of Academic Board Meeting (#04-07; 05.08.2024)
- Monitoring Rezults of Educational Programs Development Plan (Approved by the Academic Council #04-07; 05.08.2024)
- Academic and invited staff's teaching evaluation results
- Administrative and supportive staff evaluation results
- Evaluation results of Master thesis supervision
- Results of academic staff performance evaluation and satisfaction surveys. Report on their use in personnel management and development
- Evaluation of the quality and effectiveness of scientific, research, practical, etc. activities
- Report on scientific activities - 2017-2024
- Educational programmes
- Site-visit interviews
- Self-evaluation report submitted by the University

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's Studies)	☒	☐	☐	☐
Programme 2 (Digital Marketing, Master's Studies (EMBA))	☒	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Data Driven Digital Marketing, Master's Studies)	☒	☐	☐	☐
Programme 2 (Digital Marketing, Master's Studies (EMBA))	☒	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: Business and Technology University

Name of Higher Educational Programmes, Levels:
- Data Driven Digital Marketing, II, Master's Studies
- Digital Marketing, II, Master's Studies (EMBA)

Compliance of the programmes with the standards

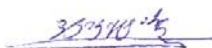| Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Data Driven Digital Marketing, Master's Studies)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Digital Marketing, Master's Studies (EMBA))	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel
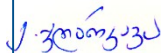
Veronica Bulat

Of the member(s) of the Accreditation Experts Panel
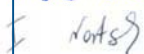
Vasil Kikutadze

Tamaz Uzunashvili

Elene Jagarkava

Ia Natsvlishvili

Soso Gazdeliani