



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor Educational Program of Public Administration (180 ECTS)
Bachelor Educational Program of Public Administration (240 ECTS)
Bachelor Educational Program of Business Administration (180 ECTS)
Master Educational Program of Business Administration (120 ECTS)

LEPL - Samtskhe-Javakheti State University

Evaluation Dates: 22 – 23.10.2024

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Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - Samtskhe-Javakheti State University
Identification Code of Institution	424066977
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Public Administration	Public Administration	Business Administration	Business Administration
Level of higher education	Bachelor's	Bachelor's	Bachelor's	Master's
Qualification to be awarded	Bachelor of Public Administration	Bachelor of Public Administration	Bachelor of Business Administration (BBA)	Master of Business Administration (MBA)
Name and code of the detailed field	0413.1.3 Public Administration	0413.1.3 Public Administration	0413.1.2 Business Administration	0413.1.2 Business Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	N/A	N/A	N/A	N/A
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	180	240	180	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New	New	New

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 Programmes²**

Accreditation has been conducted and the cluster consists of four study programmes:

Programme 1 - Bachelor Educational Programme of Public Administration (180 ECTS, 3 years)

Programme 2 - Bachelor Educational Programme of Public Administration (240 ECTS, 4 years)

Programme 3 - Bachelor Educational Programme of Business Administration (180 ECTS, 3 years)

Programme 4 - Master Educational Programme of Business Administration (120 ECTS, 2 years).

Two parallel programmes in Public Administration (180 ECTS and 240 ECTS) have almost identical learning outcomes and programme descriptions.

All programmes are new and taught in Georgian. The cluster programmes are taught in the Faculty of Law (Programmes 1 and 2) and the Faculty of Business Administration (Programmes 3 and 4) of the LEPL Samtskhe-Javakheti State University in Akhaltsikhe, Georgia. The heads of the programmes also serve as the Deans of corresponding faculties. The programmes are implemented in buildings of the University where the responsible faculties are located.

The University has altogether four faculties and campuses in two locations separated by approximately 70 km. The programmes in the cluster are taught only in Akhaltsikhe, the University has programmes on all three levels of higher education. The number of students in the University is approximately 2400 – 3000, the University's Mission and Strategic Development Plan (2019 – 2025) are publicly available on the web page under the section About University.

- **Overview of the Accreditation Site Visit**

The accreditation site visit took place in Akhaltsikhe on the premises of the LEPL Samtskhe-Javakheti State University on 22-23.10.2024. The University had allocated the necessary room(s) for the peer review team's work, including the possibility of online participation in the meetings.

The peer review visit consisted of meetings with all major stakeholder groups (university administration, self-assessment group, QA services, heads of programmes, academic staff, invited staff, supervisors of MA theses, students, alumni, and employers). The team could visit the premises in both buildings, including classrooms, common working rooms, library, etc.

The visit was organized by the university professionally, and the living and working conditions guaranteed for the team were on the level necessary for quality work. Almost all planned participants of the meetings were present and participated in the interviews actively. The employers' active role should be acknowledged particularly.

The head of the team acknowledges the work of the interpreter whose services were necessary during all meetings.

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

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

- **Recommendations**

Cluster recommendations

1.3. The university should establish explicit benchmarks for the learning outcome evaluation.

1.4. It is recommended to increase the flexibility of programs and make them more student-oriented reducing the number of compulsory credits and increasing opportunities for offering/choosing specialty-based optional courses in the programmes.

1.5. It is recommended to revise some syllabi (mentioned below) in terms of defining correctly the volume of course credits (increasing or reducing them) based on the reflective analysis of course content, teaching and assessment activities, quantity and complexity of assignments, educational resources

2.2 It is recommended in all practice memorandums to indicate the number of students the organizations agree to receive for the practice.

5.3.1 It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in compulsory literature, teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process etc.

5.3.2 It is recommended that the quality assurance service, within the framework of periodic monitoring of the program, as a direct assessment of the achievement of the learning outcomes of the program, use the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the given specific learning outcome.

Cluster suggestions

1.3. Developing research abilities and self-development routines should be more explicit in programmes' learning outcomes when developing them further based on national benchmarks.

1.4.1. It is suggested that the programs' content be revised and updated to reflect the latest industry developments and trends in PA/BA.

1.4.2. It is suggested to formulate clear conditions for the free/optional courses electing procedures.

1.5.1. It is suggested to revise some syllabi (mentioned above) in terms of updating and/or enriching literature by adding the latest or relevant publications

1.5.2. To avoid misunderstandings related to the evaluation of the students' appraisal and achievements, it is suggested to formulate the assessment criteria and distribution of grades in the syllabi mentioned above.

2.3. Even though business education has international standards for the content, which are mostly followed in the syllabi, the university could consider introducing Georgian-based content more explicitly. For example, in the course "Managing Investments" (Bachelor of Business Administration programme), a week is dedicated to the New York Stock Exchange, but the Georgian Stock Exchange is not mentioned in the syllabus.

2.4. It is suggested that the university should increase awareness of grade-appealing mechanisms as well as plagiarism.

Individual Recommendations

Programme 1

Programme 1 ((Public Administration, Bachelor's Program, 180 ECTS))

1.4. To ensure the achievement of Program Learning Outcomes 4 and 5, and develop students' basic research skills, it is recommended to introduce a capstone project (or bachelor's thesis) as a mandatory component of this program.

1.5. It is recommended to ensure revision of the Bachelor's Program in PA (180 ECTS) courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

5.3. It is recommended that the Bachelor's Program in Public Administration, 180 ECTS) be compared with similar programmes of foreign universities to bring the programme in compliance with modern requirements and to integrate the best international practices.

Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)

1.1. The objectives of the two programmes are identical (1 and 2) and therefore it is recommended that the difference in the volumes of studies should be reflected in some differences in the objectives of the programmes, for example, adding the objective to achieve wider educational heterogeneity in the second programme.

1.2. The heterogeneity, additional knowledge, skills and responsibility, and autonomy aspects of the programme possibly arising from the wider selection of additionally offered courses (60 ECTS) compared to the parallel 180 ECTS programme should be reflected in learning outcomes.

1.4. To ensure the achievement of PLO 4 and 5, and develop students' basic research skills, it is recommended to introduce a capstone project (or bachelor's thesis) as a mandatory component of this program.

1.5. It is recommended to ensure revision of the Bachelor Program in PA (240 ECTS) courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

5.3 It is recommended that the Bachelor's Program in Public Administration, 240 ECTS be compared with similar programmes of foreign universities to bring the programme in compliance with modern requirements and to integrate the best international practices.

Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)

1.5. It is recommended to ensure revision of the BBA program courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

5.3 It is recommended that the Bachelor's Program in Business Administration, 180 ECTS be compared with similar programmes of foreign universities to bring the programme in compliance with modern requirements and to integrate the best international practices.

Programme 4

1.5.1. It is recommended to ensure revision of MBA courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

1.5.2. It is recommended to revise MBA syllabi and update them with the literature relevant to the educational level, course objectives, and LO, as well as enrich courses with the latest actual scientific research publications.

- **Suggestions for the Programme Development**

Individual suggestions

Programme 1

1.4.1 It is suggested to revise, enrich, and update the program content to reflect the latest industry developments and trends in PA

1.4.2. It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

1.5. It is suggested to revise the course syllabi in terms of updating literature and enriching them by adding the latest or relevant publications in the Public Administration field

Programme 2

1.4.1. It is suggested to revise, enrich, and update the program content to reflect the latest industry developments and trends in PA 1.4.2. It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

1.4. It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

1.5. It is suggested to revise the course syllabi in terms of updating literature and enriching them by adding the latest or relevant publications in the Public Administration field.

Programme 3

1.1. Acting in teams, business valuation and growth assessment could be more explicit in learning outcomes of the program.

1.4. 1. To incorporate recent modern technological trends covering contemporary digital business environment expectations, it is suggested to enrich the content of the program with topics/courses focused on the development of entrepreneurial skills or mindset, which is increasingly valuable and expected in the modern business world.

1.4.2. It is suggested to revise the content of the program and enrich it with issues (topics or courses) focused on soft skills (such as leadership, teamwork, cross-cultural communication, business ethics, and social responsibility, etc.) development.

1.4.3. It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

1.5. It is suggested to revise the course syllabi (mentioned below in programme's course description) in terms of updating literature and enriching it by adding the latest or relevant publications in the Business Administration field.

Programme 4

1.2. The topics of independent conducting of the research and the self-development planning could be more explicitly formulated in learning outcomes.

1.4. It is suggested to incorporate recent modern technological trends covering contemporary digital business environment expectations and enrich the content of the program with the topics/courses related to the modern rapidly changed and globalized business.

1.5. It is suggested to enrich courses with the topics/issues related to the contemporary trends of the Business Industry and related fields (particularly, issues related to the digital transformation of Business; Digital Marketing; IT and Operations; AI in SMHR; etc.)

- **Brief Overview of the Best Practices (if applicable)³**
 - 1) Efficient work of International Relations and Horizon Europe Offices for fostering internationalization of staff and students through various funding schemes.
 - 2) The University's work improving the integration of the representatives of minorities living in the region and around it.

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

The University agreed with the assessment and did not make any suggestions to make changes.

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

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 evaluation⁴
2. Cluster evaluation⁵

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

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 cluster consists of four programmes – two bachelor programmes in public administration (180 ECTS and 240 ECTS), a bachelor programme in business administration (180 ECTS), and a master's degree programme in business administration (120 ECTS). All programmes are taught in Georgian and have a specific orientation towards the regional labour market and the regional multiethnic population requirements (explicit in the strategy of the university). The requirements of the standard are mostly satisfied as described in the programme's analysis.

All three bachelor's programmes and the master's programme have common general goals to prepare competitive and highly qualified specialists in their closely related fields of Business and Public Administration. The structure of the sub-goals of the programmes is logically like each other. It has three main components: the knowledge-oriented component, the skills or practice-oriented component, and the ethics and relational (to ideas, team members, and work environment) component. The ability to contribute to new methods and research is added in the case of the master level. First, on the bachelor level, the programmes provide necessary broad knowledge, while on the master's level, it is provided more deeply and systematically. Second, at the bachelor level, the students obtain general skills of analysis and decision-making that are deepened and moved to the strategic level in the master's programme. Third, the students are trained to work in teams, obtain necessary interpersonal communication skills, and are prepared on the master's level to solve research problems.

Description and Analysis - Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

The objectives of the Bachelor Educational Program of Public Administration (180 ECTS) are clearly established, realistic, and achievable. The general objective is to prepare competitive and qualified specialists in public administration. The three specific objectives (goals) of the programme enable the fulfilment of the general objective and ensure that the graduates have broad theoretical knowledge characteristic for the field, the ability to implement the knowledge when making decisions in the Georgian legal environment, ethical norms, critical thinking, and to participate effectively in the teamwork.

The objectives consider the specificity of the field of study, the level of study, and the educational programme. All three specific objectives explicitly mention the field of study (public administration, public services, processes in public administration, and the clients to be served by public sector organizations). The objectives correspond to the level of study as the aim is to give students broad knowledge and to improve their critical independent individual thinking.

The objectives reflect the knowledge, skills and competencies the programme aims to develop in graduate students. The first objective states the fields of knowledge the students must focus on (public organization, services, processes, theories and policies). Skills are referred to in the details of the second and the third objectives.

The objectives of the programme are consistent with the mission, objectives and strategy of the LEPL Samtskhe-Javakheti State University. The University's vision mentions explicitly the fields of humanities and social sciences and the need to provide the region with specialists in public administration. The objectives focus on the strengthening (research component) of the bachelor's and master's degree programmes.

Through the programme's direct compliance with the mission of the university, it is ensured that the programme considers local labour market demands, trends and needs. The international component is strongly connected to the requirements of the region's multiethnic population.

The university makes its programmes public and accessible in the LEPL Samtskhe-Javakheti State University Higher Education Programs Catalog. At the moment, the 2021 edition is available publicly on the web page of the university. The programmes under evaluation here become available when accredited and implemented.

The objectives are shared by the persons involved in the programme as was evident during the peer review team's interviews during the meetings with the stakeholders, students and staff involved in the programme.

The programme, when evaluated separately, has objectives that fully satisfy the standard's requirements.

Description and Analysis - Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

The objectives of the Bachelor Educational Program of Public Administration (240 ECTS) are clearly established, realistic and achievable. The general objective is to prepare competitive and qualified

specialists in public administration. The three specific objectives (goals) of the programme enable the fulfilment of the general objective and ensure that the graduates have broad theoretical knowledge characteristic for the field, the ability to implement the knowledge when making decisions in the Georgian legal environment, ethical norms, critical thinking, and to participate effectively in the teamwork.

The objectives consider the specificity of the field of study, the level of study, and the educational programme. All three specific objectives explicitly mention the field of study (public administration, public services, processes in public administration, and the clients to be served by public sector organizations). The objectives correspond to the level of study as the aim is to give students broad knowledge and to improve their critical independent individual thinking.

The objectives reflect the knowledge, skills and competencies the programme aims to develop in graduating students. The first objective states the fields of knowledge the students must focus on (public organization, services, processes, theories and policies). Skills are referred to in the details of the second and the third objectives.

The objectives of the programme are consistent with the mission, objectives and strategy of the LEPL Samtskhe-Javakheti State University. The University's vision mentions explicitly the fields of humanities and social sciences and the need to provide the region with specialists in public administration. The objectives focus on the strengthening (research component) of the bachelor's and master's degree programmes.

Through the programme's direct compliance with the mission of the university, it is ensured that the programme considers local labour market demands, trends and needs. The international component is strongly connected to the requirements of the region's multiethnic population.

The university makes its programmes public and accessible in the LEPL Samtskhe-Javakheti State University Higher Education Programs Catalog. At the moment, the 2021 edition is available publicly on the web page of the university. The programmes under evaluation here become available when accredited and implemented.

The objectives are shared by the persons involved in the programme as was evident during the peer review team's interviews during the meetings with the stakeholders, students and staff involved in the programme.

The programme, when evaluated separately, has objectives that fully satisfy the standard's requirements. However, when and if the programme is evaluated in the context of the cluster, we must compare it with another programme in Public Administration (180 ECTS) of the cluster that has a 1,33 times smaller volume of studies. The objectives of the two programmes are identical and therefore it is suggested that the difference in the volumes of studies should be reflected in some differences in the objectives of the programmes.

Description and Analysis - Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

The objectives of the Bachelor Educational Program of Business Administration (180 ECTS) are clearly established, realistic and achievable. The general objective is to prepare competitive and qualified specialists in Business Administration at the first level of higher education. The three specific objectives (goals) of the programme enable the fulfilment of the general objective and ensure that the graduates have broad theoretical knowledge of the key principles of business administration and management through the study of the functional fields, the ability to implement the knowledge of key principles, ethical norms, critical thinking, and to participate effectively in the teamwork.

The objectives consider the specificity of the field of study, the level of study, and the educational programme. All three specific objectives explicitly mention the field of study (business administration, processes in business administration, and organisational performance). The objectives correspond to the level of study as the aim is to give students a wide range of knowledge and to improve their critical independent individual thinking.

The objectives reflect the knowledge, skills and competencies the programme aims to develop in graduate students. The first objective states the fields of knowledge the students must focus on (business administration and management, processes, performance, theoretical and practical aspects of the field). Skills are referred to in the details of the second and the third objectives.

The objectives of the programme are consistent with the mission, objectives and strategy of the LEPL Samtskhe-Javakheti State University. The University's vision mentions explicitly the fields of humanities and social sciences and the need to provide the region with specialists in business administration. The objectives focus on the strengthening (research component) of the bachelor's and master's degree programmes.

Through the programme's direct compliance with the mission of the university, it is ensured that the programme considers local labour market demands, trends and needs. The international component is strongly connected to the requirements of the region's multiethnic population.

The university makes its programmes public and accessible in the LEPL Samtskhe-Javakheti State University Higher Education Programs Catalog. At the moment, the 2021 edition is available publicly on the web page of the university. The programmes under evaluation here become available when accredited and implemented.

The objectives are shared by the persons involved in the programme as was evident during the peer review team's interviews during the meetings with the stakeholders, students and staff involved in the programme.

Description and Analysis - Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

The objectives of the Master Educational Program of Business Administration (120 ECTS) are clearly established, realistic and achievable. The general objective is to prepare competitive and qualified

specialists in Business Administration at the second level of higher education. The four specific objectives (goals) of the programme enable the fulfilment of the general objective and ensure that the graduates have deep and systematic theoretical and practical knowledge in business administration and management through the study of the functional fields, the ability to implement the knowledge through evaluating the business environment, planning, analyzing and finding the original solutions, ethical norms, and to participate effectively and socially responsible way in the teamwork.

The objectives consider the specificity of the field of study, the level of study, and the educational programme. All four specific objectives explicitly mention the field of study (business administration, processes in business administration, planning, analysing, reasoning, and designing solutions). The objectives correspond to the level of study as the aim is to give students a wide range of knowledge and to improve their critical independent individual thinking. The fourth objective shifts the focus on the contributions to research.

The objectives reflect the knowledge, skills and competencies the programme aims to develop in graduate students. The objectives state the fields of knowledge the students must focus on (business administration and management, processes, strategy, theoretical and practical aspects of the field, and making socially responsible decisions under the conditions of incomplete information). Skills and the implementation of the knowledge are implicitly or explicitly referred to in details of the second and the third, and the fourth objectives.

The objectives of the programme are consistent with the mission, objectives and strategy of the LEPL Samtskhe-Javakheti State University. The University's vision mentions explicitly the fields of humanities and social sciences and the need to provide the region with specialists in business administration. The objectives focus on the strengthening (research component) of the bachelor's and master's degree programmes.

Through the programme's direct compliance with the mission of the university, it is ensured that the programme considers local labour market demands, trends and needs. The international component is strongly connected to the requirements of the region's multiethnic population. The university has a very strong office for international matters.

The university makes its programmes public and accessible in the LEPL Samtskhe-Javakheti State University Higher Education Programs Catalog. At the moment, the 2021 edition is available publicly on the web page of the university. The programmes under evaluation here become available when accredited and implemented.

The objectives are shared by the persons involved in the programme as was evident during the peer review team's interviews during the meetings with the stakeholders, students and staff involved in the programme.

Evidences/Indicators

Self-Evaluation Report on Accreditation of Educational Programs Grouped in the Cluster

- Public Administration Bachelor educational program (180 credits) and syllabi;
- Public Administration Bachelor Educational program (240 credits) and syllabi;
- Business Administration Bachelor educational program and syllabi;
- Business Administration Master educational program and syllabi;
- The methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University;
- SJSU Concept of Internalization
- LEPL Samtskhe-Javakheti State University Mission and Strategic Plan
- LEPL Samtskhe-Javakheti State University Higher Education Programs Catalog

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

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration (180 ECTS))

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))

Recommendation(s):

The objectives of the two programmes are identical (1 and 2) and therefore it is recommended that the difference in the volumes of studies should be reflected in some differences in the objectives of the programmes, for example, adding the objective to achieve wider educational heterogeneity in the second programme.

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration (120 ECTS, second level))

Recommendation(s): N/A

Suggestion(s): N/A

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 (Bachelor Educational Program of Public Administration (180 ECTS, first level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration (120 ECTS, second level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

⁶ Evaluation is performed for each programme separately.

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

A comparison of the learning outcomes and programme objectives confirms that the former correspond to the programme's aims and cover the main knowledge, skills, or/and responsibility and autonomy envisaged by the content. The problem, reflected in the description and analysis of individual programmes, is that the same learning outcomes apply to two different programmes.

The learning objectives of the programmes are consistent with the main characteristics of the programmes in the cluster. They are based on sectoral benchmarks and consistent with the labour market demands as certified by the interviews with social partners. Development and evaluation of the learning outcomes are in accordance with requirements.

Learning outcomes of educational programmes of different levels grouped in a cluster are consistent in terms of content, complexity and difficulty and are developing considering the relevant levels of higher education. The requirement applies in this cluster to the Bachelor and Master Educational Programmes of Business Administration. The former can be seen as a basis for the second and the latter as an extension of the first.

Description and Analysis - Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

The first programme, the Bachelor Educational Program of Public Administration (180 ECTS), has eight learning outcomes divided into three groups (knowledge and understanding, ability, and responsibility and autonomy). The learning outcomes of the programme correspond to the aims of the programme and cover the main knowledge, skills or responsibilities and autonomy envisaged by the content (see the map of programme goals and learning outcomes in the programme description, p. 3)

The programme's learning outcomes are measurable, achievable, and realistic. They ensure that students will obtain theoretical and practical views on their field of study and develop necessary ethical norms and values during their studies. Different methods are to be used to measure the achievement of learning outcomes. The map of Learning Outcomes describes how learning outcomes are achieved through the studies of different academic courses. The syllabi refer to assessment methods (see the learning outcomes map in the programme description, pp. 8-10).

The learning outcomes are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. The descriptors in learning outcomes (describes, explains, discusses, identifies, analyses, prepares, applies, adheres; see table Learning Outcomes in the programme description, pp. 2-3) correspond to the first level of higher education and are consistent by their content with the field descriptor (study of planning, directing and operating the functions and activities of organizations and institutions).

The learning outcomes are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF). First, they are grouped into three groups according to the benchmark: Knowledge and Understanding, Ability (Skills), and Responsibility and Autonomy. Second, the details of the learning outcomes correspond mostly with those in the sectoral benchmark. See the programme description and the Subject Benchmark of Higher Education in Public Administration.

The learning outcomes are consistent with the employment demands of programme graduates and enable graduates to continue their education to the next level of education. The programme gives both the theoretical knowledge and practical skills necessary to work in the public sector. The employers ensured that the students are valued employees in their organizations and that their knowledge and skills are at the level required by them. The learning outcomes create a basis for further education in higher-level programmes as was certified at the meetings by the alumni who have moved from the bachelor programmes of the university to the master's level.

As described in the methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University and certified during the interviews of the peer review visit, developing the learning outcomes of the programme is a collaborative process and involves stakeholders. For example, it was evident that the invited staff had participated in the development of the programme and that the stakeholders were informed about the learning outcomes.

Description and Analysis - Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

The second programme, the Bachelor Educational Program of Public Administration (240 ECTS), has eight learning outcomes divided into three groups (knowledge and understanding, ability, and responsibility and autonomy). The learning outcomes of the programme correspond to the aims of the programme and cover the main knowledge, skills or responsibility and autonomy envisaged by the content (see the map of programme goals and learning outcomes in the programme description, p. 3).

The problem is that the programme's learning outcomes are identical to those of another cluster programme (Bachelor Educational Program of Public Administration, 180 ECTS), meaning that approximately 25% of the subjects' volume in the programme (optional courses) is not covered by the existing learning outcomes. They do not influence the core of the programme significantly. However, the heterogeneity, additional knowledge, skills and responsibility, and autonomy aspects of the programme due to the wider selection of offered courses should be reflected in learning outcomes.

The learning outcomes of the programme are measurable, achievable and realistic. They ensure that students will obtain both theoretical and practical views on their field of study and develop necessary ethical norms and values during their studies. The different methods are to be used to measure the achievement of learning outcomes. The map of Learning Outcomes (pp. 8-10 in the programme description) describes how learning outcomes are achieved through the studies of different academic courses and the syllabi refer to assessment methods.

The learning outcomes are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. The descriptors in learning outcomes (describes, explains, discusses, identifies, analyses, prepares, applies, adheres; see table Learning Outcomes in the programme description, pp. 2-3) correspond to the first level of higher education and are consistent by their content with the field descriptor (study of planning, directing and operating the functions and activities of organizations and institutions).

The learning outcomes are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF). First, they are grouped into three groups according to the benchmark: Knowledge and Understanding, Ability (Skills), and Responsibility and Autonomy. Second, the details of the learning outcomes correspond mostly with those in the sectoral benchmark. See the programme description and the Subject Benchmark of Higher Education in Public Administration.

The learning outcomes are consistent with the employment demands of programme graduates and enable graduates to continue their education to the next level of education. The programme gives both the theoretical knowledge and practical skills necessary to work in the public sector. The employers ensured that the students are valued employees in their organizations and that their knowledge and skills are at the level required by them. The learning outcomes create a basis for further education in higher-level programmes as was certified at the meetings by the alumni who have moved from the bachelor programmes of the university to the master's level.

As described in the methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University and certified in the interviews during the peer review visit, developing the programme's learning outcomes is a collaborative process involving stakeholders. For example, it was evident that the invited staff had participated in the development of the programme and that the stakeholders were informed about the learning outcomes.

Description and Analysis - Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

The third programme, the Bachelor Educational Program of Business Administration (180 ECTS), has eight learning outcomes divided into three groups (knowledge and understanding, ability, and responsibility and autonomy). The programme's learning outcomes correspond to the aims of the programme and cover the main knowledge, skills, responsibilities and autonomy envisaged by the content (see the map of programme goals and learning outcomes in the programme description, pp. 3-4).

The learning outcomes of the programme are measurable, achievable and realistic. They ensure that students will obtain both theoretical and practical views on their field of study and develop necessary ethical norms and values during their studies. The different methods are to be used to measure the achievement of learning outcomes. The map of Learning Outcomes (pp. 9-12 in the programme description) describes how learning outcomes are achieved through the studies of different academic

courses, the syllabi refer to assessment methods (see table Programme Structure, Credits and Curriculum, pp. 4-9 in programme description).

The learning outcomes are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. The descriptors in learning outcomes (describes, explains, discusses, identifies, applies, prepares, analyse, elaborates, understands; see table Learning Outcomes in the programme description, p. 3) correspond to the first level of higher education and are consistent by their content with the field descriptor (study of planning, directing and operating the functions and activities of organizations and institutions).

The learning outcomes are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF). First, most of the descriptor topics are covered explicitly, except the acting in teams. Also, the business valuation and growth assessment could be more explicit in the learning outcomes of the programme. Second, the details of the learning outcomes correspond mostly with those in the sectoral benchmark. See the programme description and the Subject Benchmark Statement of Business Administration.

The learning outcomes are consistent with the employment demands of programme graduates and enable graduates to continue their education to the next level of education. The programme gives both the theoretical knowledge and practical skills necessary to work in the business sector. The employers ensured that the students were valued employees in their organizations and that their knowledge and skills were at the level required by the labour market. The learning outcomes create a basis for further education in higher-level programmes, including the master's degree programme in business administration in this cluster, as was certified at the meetings by the alumni who have moved from the bachelor programmes of the university to the master's level.

As described in the methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University and certified in the interviews during the peer review visit, developing the learning outcomes of the programme is a collaborative process involving stakeholders. For example, it was evident that the invited staff had participated in the development of the programme and that the stakeholders were informed about the learning outcomes.

Description and Analysis - Programme 4 (Master Educational Program of Business Administration (120 ECTS))

The fourth programme, the Master Educational Program of Business Administration (120 ECTS), has eight learning outcomes divided into three groups (knowledge and understanding, ability, and responsibility and autonomy). The learning outcomes of the programme correspond to the aims of the programme and cover the main knowledge, skills and responsibilities or autonomy envisaged by the content (see the map of programme goals and learning outcomes in the programme description, pp. 3-4).

The learning outcomes of the programme are measurable, achievable and realistic. They ensure that students will obtain both deep theoretical knowledge and practical skills in their field of study and develop necessary ethical norms and values during their studies. The different methods are to be used to measure the achievement of learning outcomes. The map of Learning Outcomes (pp. 9-12 in programme description) describes how learning outcomes are achieved through the studies of different academic courses, the syllabi refer to assessment methods.

The learning outcomes are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. The descriptors in learning outcomes (describes in detail, explains, discusses, applies, prepares, analyses, elaborates, understands and demonstrates; see table Learning Outcomes in the programme description, p. 3) correspond to the second level of higher education and are consistent by their content and functional coverage with the field descriptor (study of planning, directing and operating the functions and activities of organizations and institutions).

The learning outcomes are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF). Most of the descriptor topics are covered explicitly, the independent conducting of the research and the self-development planning could be more explicit. Second, the details of the learning outcomes correspond mostly with those in the sectoral benchmark. See the programme description and the Subject Benchmark Statement of Business Administration.

The learning outcomes are consistent with the employment demands of programme graduates and enable graduates from the first level of higher education (for example, the business administration programme in this cluster of programmes) to continue their education. The programme gives both the theoretical knowledge and practical skills necessary to work in the business sector and introduces research skills to the students. The employers ensured that the students were valued employees in their organizations and that their knowledge and skills were at the level required by the labour market. The learning outcomes create a basis for further education in higher-level programmes, as was certified at the meetings by the alumni who have moved from the bachelor programmes of the university to the master's level.

As described in the methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University and certified in the interviews during the peer review visit, developing the learning outcomes of the programme is a collaborative process involving stakeholders. For example, it was evident that the invited staff had participated in the development of the programme and that the stakeholders were informed about the learning outcomes.

Evidences/Indicators

- Self-Evaluation Report on Accreditation of Educational Programs Grouped in the Cluster
- Public Administration Bachelor educational program (180 credits) and syllabi;

- Public Administration Bachelor Educational program (240 credits) and syllabi;
- Business Administration Bachelor educational program (180 ECTS) and syllabi;
- Business Administration Master educational program (120 ECTS) and syllabi;
- The methodology of planning, design and development of the Higher Educational Programs of LEPL Samtskhe-Javakheti State University;
- SJSU Concept of Internalization
- LEPL Samtskhe-Javakheti State University Mission and Strategic Plan
- Surveys of students/graduates/employers/personnel
- Classification of Fields of Study
- Subject Benchmark of Higher Education in Public Administration.
- Subject Benchmark Statement of Business Administration.
- The interviews during the peer review visit's meetings

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): The heterogeneity, additional knowledge, skills and responsibility, and autonomy aspects of the programme possibly arising from the wider selection of additionally offered courses (60 ECTS) compared to the parallel 180 ECTS programme should be reflected in learning outcomes.

Suggestion(s):

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): Acting in teams, business valuation and growth assessment could be more explicit in learning outcomes of the programme.

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): The topics of independent conducting of the research and the self-development planning could be more explicitly formulated in learning outcomes.

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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 learning outcomes of teaching are evaluated in a consistent and transparent manner. The evaluation mechanism of the programme learning outcomes in the University is described in detail in the “Methodology of planning, developing and elaboration of Educational Programs of LEPL Samtskhe-Javakheti State University” which is accessible to the stakeholders on the University’s web page in the section Quality Assurance. The Self-Evaluation report bases its analysis on the document “LEPL Samtskhe-Javakheti State University Quality Assurance Mechanisms”.

The periodicity of the evaluation can be described as continuous and periodic (connected to the duration of the programme) at the same time. The programme is analyzed annually by the programme head. Relevant evaluation forms and methods are used to determine to what extent students achieve programme learning outcomes. Those methods are described in the aforementioned document.

The engagement of external stakeholders (employers, alumna, professional associations, etc.) in the evaluation of learning outcomes is ensured according to the results of interviews during the peer review visit.

According to the peer review interviews the stakeholders and academic, including visiting, staff are familiar with and involved with the methods of evaluation of learning outcomes. However, the peer review team could not identify the programmes’ benchmarks for learning outcomes.

The peer review interviews assured that the University assists the staff implementing the programme to develop the necessary skills to handle the learning outcomes. The stakeholders have been involved in the evaluation of learning outcomes.

The programmes’ learning outcomes follow to a great extent those of the national benchmarks (see Tables below where the main connections of programme and benchmark outcomes are described). Despite of that, the connection is not easy to follow as the programmes’ outcomes may be connected to several benchmark outcomes or cover them partially. Consequently, the correspondence is not exact but close. It should be suggested that the research abilities would be described more explicitly in outcomes. The same applies to the self-development abilities.

Table. Benchmark outcomes and PA programmes.

	Benchmark outcomes	Programmes 1 and 2 (BA in PA)
3.1.1.1	Discuss the principles, methods, and models of managing and administering resources and activities within organizations/institutions.	Outcomes 1 and 3
3.1.1.2	Explain the main theories, principles, stages of development, trends, and innovative and effective tools connected with the field of public administration, including international perspectives.	Outcome 2

3.1.1.3	Identify the processes and indicators essential for coordinating strategic planning and management across all levels of PA, the framework of legal regulations governing public institutions, and the fundamentals of accountability, effective management system implementation, provision of services /public goods, and public finance management;	Outcomes 3 and 4
3.1.1.4	Discuss the institutional, legal, political, and economic foundations, as well as the basic principles, of public administration, alongside the organizational arrangements and activities of administrative bodies, and the mechanisms necessary for implementing outcome-oriented decisions.	Outcomes 3, 5 and 7
3.1.2.1	Identify problems within the realm of public administration and actively engage in devising solutions, employing both quantitative and qualitative research methods, including tools for public policy analysis	Outcome 4 and 5
3.1.2.2	Based on acquiring the requisite information and processing data, while adhering to principles of academic integrity and ethics as per predetermined guidelines, a student will develop and execute a research or practical project characterized to the field, within their competence; with proper time management, a student will plan and analyze processes relevant to public administration.	Outcomes 4 and 8
3.1.2.3	Contribute to the development of pertinent reports and documents, formulating well-founded conclusions pertaining to public administration, and effectively communicate these findings to stakeholders using appropriate forms and information technologies suitable for the context	Outcomes 4 and 6
3.1.3.1	Prioritize democratic values, constitutional order, and human rights when addressing issues within public administration adhering to ethical and professional behavior norms and values, based on the principles of Good Governance;	Outcome 7
3.1.3.2	Focus on continuous professional development for both themselves and others.	Not mentioned explicitly but develops through fulfillment of other
3.1.3.3	Engage in problem-solving process within public administration, using principles of teamwork.	Outcome 8

Table. Benchmark outcomes and Bachelor in BA

	Benchmark outcomes	Programme 3 (BA in BA)
3.1.1	Discusses the main theories and concepts of business management;	Outcome 1
3.1.2	Describes in detail the business environment, current events and business processes in the functional areas of business;	Outcome 1
3.1.3	Analyzes the activity of the organization, using quantitative and qualitative methods, develops ways/recommendations to solve problems related to functional areas of business;	Outcome 6
3.1.4	Uses business value and growth assessment methods;	Outcome 2
3.1.5	Identifies business-related risks and outlines ways for the risk management	Outcome 2
3.1.6	Develops and implements a research/practical project/work specific to the field of business administration and presents it in context-appropriate forms and technologies	Outcome 7
3.1.7	Acts in a team taking into account the principles of leadership and/or cooperation;	Outcome 4
3.1.8	Uses modern communication and information technologies	Outcome 3 and 5
3.1.9	Evaluates the importance of social responsibility and business ethics norms/principles of the organization;	Outcome 8
3.1.10	Establishes an action plan for his/her learning process and professional development following identified needs	Outcome 8

Table. Benchmark outcomes and Master in BA.

	Benchmark outcomes	Programme 4 (MBA in BA)
3.2.1	Deeply and systematically discusses modern concepts, theories, approaches, and models related to the field of business management;	Objective 1
3.2.2	Discusses business strategies and key leadership issues critically and argumentatively;	Outcome 1 and 4
3.2.3	Analyzes business development opportunities, and trends and decides on the development strategy	Outcome 4
3.2.4	Identifies, formulates, and solves problems related to the field of business management in original ways (including using modern technologies and innovations)	Outcome 3
3.2.5	Makes decisions using quantitative and qualitative methods, statistical data analysis, interpretation, and extrapolation to increase the value of the company;	Outcome 2

3.2.6	Independently conducts research (master's project/dissertation or research project/dissertation) specific to the field of business administration using principles and standards of academic integrity	Outcome 5
3.2.7	Independently develops or manages projects in an unfamiliar and multidisciplinary environment;	Outcome 6
3.2.8	Effectively presents (oral or written) research results, findings, arguments, and conclusions to both academic and professional communities and stakeholders	Outcome 7
3.2.9	Shares and evaluates the norms/principles of social responsibility and business ethics of the organization;	Outcome 8
3.2.10	Independently identifies further learning and development needs	Not mentioned explicitly but develops through fulfillment of other

Evidences/Indicators

- Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- Public Administration Bachelor educational program (180 credits);
- Public Administration Bachelor Educational program (240 credits);
- Business Administration Bachelor educational program;
- Business Administration Master educational program;
- Methodology of planning, developing and elaboration of Educational Programs of LEPL Samtskhe-Javakheti State University;
- LEPL Samtskhe-Javakheti State University Mission and Strategic Plan
- Surveys of students/graduates/employers/personnel

General recommendations of the cluster: The university should establish explicit benchmarks for the learning outcome evaluation.

General suggestions of the cluster: Developing research abilities and self-development routines should be more explicit in programmes' learning outcomes.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

Cluster and individual evaluation

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

The educational programs grouped in the cluster at the Samtskhe-Javakheti State University (SJUNI) demonstrate adherence to the university's methodology for planning, designing, and developing educational programs, as described in detail in the document on Methodology of planning, elaboration, and development of higher educational program and the Self-Evaluation Report (SER) as well. Moreover, they are elaborated in accordance with the „National Qualification Framework and Classifier of the Study Fields' proved by the №69/n Order of April 10, 2019, of the Minister of Education, Science, Culture and Sport of Georgia (MoES).

Based on the information provided in the SER and site interview results, the panel noted that SJUNI's approach to program elaboration and development process is clearly collaborative, involving a wide range of stakeholders, including Heads of the BBA, MBA and BPA Programs, academic staff, graduates, employers, and professional organizations, ensuring a collaborative and inclusive approach to program development. This involvement ensures that the program remains relevant to the needs of the labor market and reflects the feedback from graduates and employers. It should be mentioned that the clustered programs are designed in accordance with the European Credit Transfer and Accumulation System (ECTS), with appropriate credit allocation and duration. Moreover, the programmes' compliance with the Ministry of Education and Science of Georgia regarding credit calculation is evident in the detailed ECTS credit allocation within the syllabi.

According to the SER and submitted documentation, the structure of the clustered Programs corresponds to article 7 of „LEPL - Samtskhe-Javakheti State University quality assurance mechanism, the instruction of the educational program design, and compulsory form of program submission“. It should be mentioned that each program reflects the following components: Program Goal and Learning Outcome; Program Admission Preconditions, Program Volume and Design; Teaching and Assessment Methods; and Educational Resource.

In general, the structure and content of the clustered programs are consistent and logical, ensuring that the learning outcomes are met. The qualifications to be awarded are aligned with the program's content and learning outcomes, adhering to the principles of the ECTS. The inclusion of detailed syllabi for each course, with defined learning outcomes, teaching methods, and evaluation criteria, supports the overall consistency of the program structure. Moreover, it should be noted that clustered programs have the following common features:

- They are oriented on qualification to be awarded, learning outcomes, and relevance to the goals.
- They include both compulsory and optional academic courses. The goal of the optional courses is to give students the possibility to select relevant courses based on personal educational or research interests at both levels.
- They are structured consistently, logically, and oriented on gradation.
- The programs have certain structural and contextual linkage with each other, through the repetition and overlapping are excluded. The linkage between contents gives a student the possibility to deepen and strengthen interest related to the different levels of study.
- Program structure on both steps in the academic component considers the practical component, and research component (Bachelor's Programmes research skills development-oriented educational courses/bachelor projects, while the Master's Program considers Master Thesis).

The program's structure and content also ensure that it meets the qualification levels required by Georgian legislation. The individualization of the program is supported through the possibility of developing an individual curriculum for students. This flexibility is crucial in accommodating the diverse needs of students. In terms of ensuring the achievement of learning outcomes, the program content is aligned with the specificities of the field of study, particularly in Business Administration and Public Administration. Also, the program's development has considered external experiences, which is critical in maintaining its relevance and rigor. This would ensure that the program remains dynamic and responsive to changes in the field.

The educational programs within this cluster at SJUNI demonstrate substantial compliance with the criteria for program structure and content, as per the standards outlined by Georgian legislation and the ECTS framework. The collaborative and transparent process for program development, along with the integration of feedback from a wide range of stakeholders, supports the achievement of program learning outcomes. In addition, Samtskhe-Javakheti State University ensures the accessibility of program information for prospective students and other stakeholders. Key details, including program objectives, learning outcomes, and career opportunities, are publicly available on the university's website, ensuring transparency and facilitating informed decision-making for applicants.

The cluster programs' compliance with the MoES of Georgia regarding credit calculation is evident in the detailed credit allocation within the syllabi. However, some areas require ongoing attention and improvement, particularly in terms of strengthening internationalization efforts, and systematically updating the program content to reflect the latest industry developments (e.g., the impact of digitalization on business / public organizations transformation, and related issues), which is crucial in today's globalized environment. Based on submitted programs and site interview results, the panel noted that one area of concern can be considered the lack of clear information on how the programs incorporate new research findings and modern scientific achievements. Relevant documents do not explicitly address how key issues of internationalization and aspects of advanced technologies are integrated into the curriculum.

In addition, relevant documents (program descriptions and/or related documents) do not explicitly explain possible ways for acquire credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level, as well as conditions of the free/optional courses electing

procedures. Thus, these points require to be more clarified. For instance, based on the programs' description records, as well as interview results, it isn't enough clear what would happen in case, if the student confirms his/her knowledge of the foreign language at the B2 level, then is he/she exempted from mastering the foreign language component and acquires the credits allocated to the foreign language through elective courses of the main field of study or determined for the free component with credits or the student is obligate to develop his/her language competency by choosing any other foreign language? Another point for clarification is - whether the credits of the elective free component, within which the student is allowed to choose courses from any educational program of the relevant level operating in the university, can be absorbed by the elective courses of the main field of study of the bachelor's program in Public / Business Administration (in case of MBA - the master's program) or not? The formulated records on conditions of procedures of electing free/optional courses will omit additional questions about the mentioned point.

Description and Analysis - Program 1. Public Administration (180 ECTS), Undergraduate, Level 6.

The reviewed Bachelor's Educational Program in Public Administration is designed, and the content of this program is formulated following the Subject Benchmark for Higher Education in Public Administration (The level I and II of higher education), National Qualification Framework, survey results conducted with students, graduates, and employers., and important documents and data too. In general, the structure of this program is consistent and logical. The program's design aligns with its stated objectives, preparing graduates to address market demands and challenges through modern public administration practices (especially, at the local level). It integrates theoretical knowledge with practical skills, emphasizing creative and elementary research tasks as well as practical work to enhance professional activities. The coherence between the program's structure and its learning outcomes is evident, ensuring that the goals of the program are met, and the stated learning outcomes are achieved. The qualification to be awarded corresponds to the program content and learning outcomes.

The program reflects the following components: program goal; program learning outcome; program admission preconditions; program duration, volume, design, and curriculum; teaching and assessment methods; and educational resources.

The **volume** of this program in total is 180 ECTS credits, the **duration** is 3 academic years - 6 semesters (each semester includes 15 weeks of classroom study, 3 weeks for a final exam, and 2 weeks for an additional exam).

The **program structure** includes the following components: (1) **Main Field of Study**; (2) **Free Component** focused on the development of general, transferable skills. Both components include compulsory and optional courses. Thus, 180 ECTS credits are distributed as follows:

(1) **Major Field of Study in total - 146 credits:**

- *Major Field of Study's compulsory academic courses - 141 credits:*
 - ✓ *compulsory academic courses - 129 credits*
 - ✓ *Practical component - 12 credits*
- *Major Field of Study's optional academic courses - 5 credits;*

(1) **Free Component focused on transferable skills development** – 34 credits:

- *Compulsory academic courses of Free Component - 29 credits;*
- *Optional courses of Free Component - 5 credits;*

Regarding the **Program Learning Outcomes, Structure, and Content Alignment** it should be mentioned the following: this PA program ensures students with broad theoretical knowledge of public administration, develops their understanding of public organizations management principles; public policy processes; the basic principles of economy, strategic planning, designing organizational structures and functioning at the state and municipal levels; the specifics of human resources management, the process related to accounting and management of public finances; basic human rights and freedoms, legislative acts and fundamental legal norms in the field of constitutional, administrative and public service law, labor rights protection mechanisms.

Regarding the student's ability to make a generalized decision based on the analyses of the ongoing developments and processes in the field of public administration, and apply relevant legal regulations, this program develops the student's analytical and practical skills to identify, analyze and solve the public administration-field related problems, as well as to analyzes key instruments of institutional development, e-governance, public service-related processes, public administration practice characterized situations, and apply constitutional, labor, administrative, public service legal norms during implementation of public administration processes and solution of legal problems.

Thus, graduates from this Bachelor's program in Public Administration are expected to have analytical, decision-making, and communication skills suited to the labor market's demands for roles like plan, organizing, coordinating, and monitoring tasks, projects or operations in public sector organizations, as well as participate in decision-making processes.

Regarding the **Individuality of Content**, as the panel noted based on submitted documents and interview results (particularly, with employers and graduates), unique to this program are courses emphasizing IT and foreign (English, German, and especially Russian) language skills, adapted based on market research findings. Also, it should be mentioned that in the course "Strategic Planning of Territorial-Economic Development" the regional and local specifics and issues were considered and taken into account.

However, the structure of this Bachelor's program in PA appears to be somewhat rigid, with 170 out of 180 credits dedicated to compulsory courses (that are offered in the frameworks of Main Field of Study as well as Free Components). This kind of approach leaves limited space for specialization or exploration of diverse interests including optional subjects. Reducing the number of compulsory credits and increasing opportunities for offering/electing specialized elective courses will increase the flexibility of the Bachelor's program and make it more oriented on students' interests as well as employer requirements/ labor market demands on competencies. Moreover, it should be mentioned that the legal aspect of public administration is well presented in this program, while the management part needs to be enriched. It would be better to pay attention on the latest's trends in Public Administration development and add more topics related to them (e.g., impact of digitalization on public sector organizations and transformation processes: increased digital governance, agile administration, comprehensive cybersecurity measures; role/effort of program/project management in modern public sector organizations' effective functioning;

TQM in public organizations; public procurement management, new forms of accountability, ethical and social responsibility of government / public servants; etc.).

In addition, it should be mentioned that developing students' basic research skills to better prepare them for advanced studies is possible by enhancing the research component in this Bachelor's program. This can be possible by introducing a capstone project (or Bachelor's thesis) as mandatory. The offered courses and tasks partly cover the 4th and 5th learning outcomes of the program - "L.O.-4. **Identifies** identification of the problem as a result of the processing of the public administrative field-related information by quantitative and qualitative research methods and public policy analysis instrument and presenting of a written report by applying respective forms and ICT" and "L.O.-5. **Analyzes** key instruments of institutional development, e-governance, public service-related processes, public administration practice characterized situations, strategic planning functions, human resource management cycle, professional and career development principles". According to the panel decision, these changes would help ensure that the programs not only meet the basic requirements but also provide students with a more well-rounded and adaptable education in public administration.

Program 2. Public Administration (240 ECTS), Undergraduate, Level 6.

According to the SER, submitted documentation, and site interview results, this Bachelor's Educational Program in Public Administration is ongoing and it was revised in terms of compliance with the Subject Benchmark for Higher Education in Public Administration (The level I and II of higher education) and preparation for the cluster accreditation. Due to the volume and content of changes this updated program is submitted for the cluster accreditation as a new program. This Bachelor's program aligns with the basic requirements of the National Qualification Framework, survey results conducted with students, graduates, and employers, and important documents and data as well.

In general, the structure of this updated program is consistent and logical. The program's design aligns with its stated objectives, preparing graduates to address market demands and challenges through modern public administration practices. It integrates theoretical knowledge with practical skills, emphasizing creative and elementary research tasks as well as practical work to enhance professional activities. The coherence between the program's structure and its learning outcomes is mostly evident, ensuring that the goals of the program are met, and the stated learning outcomes are achieved. The qualification to be awarded corresponds to the program content and learning outcomes.

The program reflects the following components: program goal; program learning outcome; program admission preconditions; program duration, volume, design, and curriculum; teaching and assessment methods; and educational resources.

The **volume** of this program in total is 240 ECTS credits, the **duration** is 4 academic years - 8 semesters (each semester includes 15 weeks of classroom study, 5 weeks for a final, and additional exams).

The **program structure** includes the following components: (1) **Main Field of Study**; (2) **Free Component** focused on the development of general, transferable skills. Both components include compulsory and optional courses. Thus, 240 ECTS credits are distributed as follows:

(1) **Major Field of Study in total - 146 credits:**

- *Major Field of Study's compulsory academic courses - 141 credits:*
 - ✓ *compulsory academic courses - 129 credits*
 - ✓ *Practical component - 12 credits*
- *Major Field of Study's optional academic courses - 5 credits;*

(1) **Free Component focused on transferable skills development – 94 credits:**

- *Compulsory academic courses of Free Component - 29 credits;*
- *Optional courses of Free Component - 65 credits;*

Regarding the **Program Learning Outcomes, Structure, and Content Alignment** it should be mentioned the following: as this PA program is similar to the previous revised one, has the same stated objectives and learning outcomes, it also ensures students with broad theoretical knowledge of public administration, develops their understanding of public organizations management principles; public policy processes; the basic principles of economy, strategic planning, designing organizational structures and functioning at the state and municipal levels; the specifics of human resources management, the process related to accounting and management of public finances; basic human rights and freedoms, legislative acts and fundamental legal norms in the field of constitutional, administrative and public service law, labor rights protection mechanisms.

Regarding the student's ability to make a generalized decision based on the analyses of the ongoing developments and processes in the field of public administration, and apply relevant legal regulations, this program, as the above-mentioned one, also develops student's analytical and practical skills to identify, analyze and solve the public administration-field related problems, as well as to analyzes key instruments of institutional development, e-governance, public service-related processes, public administration practice characterized situations, and apply constitutional, labor, administrative, public service legal norms during the implementation of public administration processes and solution of legal problems.

Thus, graduates from this Bachelor's program also are expected to have analytical, decision-making, and communication skills suited to the labor market's demands for roles like planning, organizing, coordinating, and monitoring tasks, projects or/and operations in public sector organizations, as well as participate in decision-making processes.

Regarding the **Individuality of this 240 ECTS Bachelor's program in PA should be mentioned that** the key difference from the above reviewed 180 ECTS program is the volume of Free Components (94 ECTS instead of 34 ECTS), particularly, the number of credits (65 ECTS instead of 5 ECTS) and optional courses offered in the frameworks of this component. Moreover, this program allows students to choose the minor program and develop their competencies following their personal or professional interests and career plans. Despite the mentioned, the panel noted that for developing student's basic research skills and better preparing them for advanced studies it is important to enhance the research component in programme, by introducing a capstone project (or Bachelor's thesis) as mandatory. In addition, the program content needs

to be updated in terms of enriching it with topics related to the latest trends in Public Administration development and add them (e.g., impact of digitalization on public sector organizations and transformation processes: increased digital governance, agile administration, comprehensive cybersecurity measures; role/effort of program/project management in modern public sector organizations' effective functioning; TQM in public organizations; public procurement management, new forms of accountability, ethical and social responsibility of government / public servants; etc.). As was mentioned while reviewing the similar Bachelor's program in PA (180 ECTS), the legal aspect of public administration is well presented in both programs. Apart from this, the management aspect needs to be improved. The above-mentioned changes would ensure that the program not only meets the basic requirements and effectively achieves all stated learning outcomes but also provides students with a more well-rounded and adaptable education in public administration.

Program 3. Business Administration (180 ECTS), Undergraduate, Level 6.

The reviewed Bachelor's Educational Program in Business Administration is designed in accordance with the university's methodology for planning, designing, and developing educational programs. The content of this program substantially aligns with the Subject Benchmark for Higher Education in Business Administration (The level I and II of higher education), basic requirements of the National Qualification Framework, survey results conducted with students, graduates, and employers., and important documents and data too.

The program reflects the following components: program goal; program learning outcome; program admission preconditions; program duration, volume, design, and curriculum; teaching and assessment methods; and educational resources.

In general, the structure of this program also is consistent and logical. The program's design aligns with its stated objectives, preparing graduates to address market demands and challenges through modern business administration practices.

The **volume** of this program in total is 180 ECTS credits, the **duration** is 3 academic years - 6 twenty-week semesters. The **program structure** includes **Core compulsory subjects, optional courses of Speciality**, Free component focused on the development of transferable skills and **includes** both compulsory and optional courses. Thus, 180 ECTS credits are distributed as follows:

(1) Major Field of Study in total - 156 credits:

- *Major Field of Study's compulsory academic courses - 146 credits:*
 - ✓ *compulsory academic courses - 129 credits*
 - ✓ *Practical component – 7 credits*
 - ✓ *Bachelor 's Project – 10 credits*
- *Major Field of Study's optional academic courses - 10 credits;*

(1) Free Component focused on transferable skills development – 24 credits:

- *Compulsory academic courses of Free Component - 18 credits;*
- *Optional courses of Free Component - 6 credits;*

Regarding the **Program Learning Outcomes, Structure, and Content Alignment** should be mentioned that this BBA program is focused on equipping students with the fundamental knowledge and practical skills in business administration required for the awarding BBA degree and developing professional careers in SME or business organizations. Thus, the coherence between the program structure and content is evident and ensures the achievement of stated learning outcomes, corresponding to the awarded qualification. In addition, the BBA program strives to provide a wide range of knowledge in the main field of study, to thoroughly understand the key principles of business and management, theoretical and practical aspects of managing organizations; and, key issues related to the modern business environment and assessment of business development opportunities and challenges, management of organizational and business processes, and entrepreneurial activity as well. Regarding the student's ability to make a generalized decision based on the analyses of the ongoing developments and processes in the field of business administration, the program also is focused on deepening students' knowledge in the functional areas of business (management/marketing/finance) and forming skills necessary for successful activity in the business organizations on managerial position of the lower and intermediate level and managing business processes, planning and efficiently administrating an organization performance. In addition, the BBA program strives to equip graduates with skills required for professional careers in the business administration field, including individual independent thinking ability, as well as ability to work in a team, critical thinking during practical work, analysis, evaluation, and interpretation skills. Graduates from this BBA program also are expected to have analytical, decision-making, and communication skills suited to the labor market's demands.

Based on information provided by SER, submitted program documents, and interviews, the panel noted that the BBA program components are structured to effectively support the achievement of both course-specific and overall program learning outcomes. However, the program structure appears to be somewhat rigid, with 164 out of 180 credits dedicated to compulsory components. This leaves limited space for specialization or exploration of diverse interests, particularly, for deepening competencies in business-related subjects/issues. The program should be revised in terms of reducing the number of compulsory credits and increasing opportunities for offering/electing specialized elective courses. This will increase the flexibility of the Bachelor's program and make it more oriented on students' interests as well as employer requirements /labor market demands on competencies.

Also, regarding the program content the following should be mentioned: the content of the program (especially, optional subject-based courses) is focused on deepening knowledge in finance and accounting; there is no explicit mention of entrepreneurial skills or mindset, which is increasingly valuable and expected in the business world. Given the growing importance of digital technologies in business, this could be more explicitly addressed in the program content (in compulsory or optional courses) to incorporate recent modern technological trends covering contemporary digital business environment expectations. In addition, the development of soft skills (such as leadership, teamwork, cross-cultural communication, business ethics and social responsibility, etc.) is also crucial for the successful operation in contemporary business, thus they are increasingly sought by employers. The panel suggested revising the content of the program and enriching it with issues (topics or courses) focused on soft skills development. These changes would help ensure that the programs not only meet the basic requirements but also provide students with a more well-rounded and adaptable education in Business Administration

and increase the competitiveness of this BBA program as well (especially when we look at the competitive similar bachelor programs).

Programme 4. Business Administration (120 ECTS), Graduate, Level 7.

According to the information provided by SER and related program documentation submitted for the panel review, this MBA program is newly elaborated. The program is designed in accordance with the university's methodology for planning, designing, and developing educational programs. The content of this program substantially aligns with the Subject Benchmark for Higher Education in Business Administration (The level I and II of higher education), basic requirements of the National Qualification Framework, survey results conducted with students, graduates, and employers., and important documents and data too. The program reflects the following components: program goal; program learning outcome; program admission preconditions; program duration, volume, design, and curriculum; teaching and assessment methods; and educational resources.

In general, the structure of this program also is consistent and logical. The program's design aligns with its stated objectives, preparing graduates to address market demands and challenges through modern business administration practices.

The **volume** of this program in total is 120 ECTS credits, the **duration** is 2 academic years - 4 semesters.

The **program structure** includes the following components:

(1) Education Component - 90 ECTS credits are distributed as follows:

- *The compulsory educational courses of Business Administration major study field - 70 credits;*
- *Major field of study optional educational courses in business administration - 6 credits*
- *The compulsory educational courses of free component - 9 credits;*
- *The optional courses of free component-5 credits*

(2) Research Component - Master paper - 30 credits.

The program structure shows a good balance between the learning component (90 credits) and the research component (30 credits). It appears that the structure ensures the achievement of all program learning outcomes, especially those related to research skills and advanced knowledge creation, which are typically crucial in master's level education. Moreover, this MBA program builds on undergraduate foundations, emphasizing leadership, strategic planning, and research. Graduates are prepared for higher managerial roles, aligning with the program's focus on strategic decision-making. Thus, the programme content and structure are focused on preparing competitive and highly qualified specialists with the MBA Degree having deep and systemic theoretical and practical knowledge in Business Administration to implement efficient management and research activities, and the ability to evaluate the business environment, plan strategically, analyze, design and find the original ways of complicated problem solution; to formulate a reasoned conclusion on the bases of analysis and evaluation of the comprehensive and incomplete financial information; as well as the ability to contribute to the practice/research adhering professional/academic ethic and values and share social responsibility individually/as a team.

However, the program structure appears to be somewhat rigid, with 100 credits (70 credits for the educational component and 30 credits for the research component) out of 120 credits dedicated to compulsory components. This leaves limited room for specialization or exploration of diverse interests, particularly, for deepening competencies in the business administration subjects/issues. The program should be revised in terms of reducing the number of compulsory credits and increasing opportunities for offering/electing specialized elective courses. This will increase the flexibility of this MBA program and make it more oriented on students' interests as well as employer requirements /labor market demands on competencies.

Regarding the **individuality of content**, the following should be mentioned: the panel noted based on interview results that **optional educational courses in the major field of study** (agrarian economics and policy; modern management systems of real estate; agribusiness management; inventory and valuation of the real estate) are unique to this MBA program, as they are emphasizing the specifics and issues of regional/local business development. While elaborating new program, this specific point was considered and taken into account as an opportunity to equip students with the competencies required for performing in the agribusiness sector.

However, the panel noted that to ensure that the reviewed programs not only meet the basic requirements but also provide graduates with more well-rounded and adaptable competencies crucial for career development in Business Administration, as well as to increase the competitiveness of this MBA program (especially, when benchmarking the competitive similar MBA programs), it is suggested to incorporate recent modern technological trends covering contemporary digital business environment expectations, and enrich content of the program with the topics/courses relevant to the modern rapidly changed and globalized business.

Evidences/Indicators

- Self-Evaluation Report on the Cluster of Higher Education Programs
- Submitted Educational programs with attached syllabi and related documentation
- Methodology and/or rule of planning, development, and development of educational programs;
- Document of comparison/benchmarking with the analogical education programs
- Subject Benchmarks for Higher Education (The level I and II of higher education) in Business Administration, and Public Administration
- Panel interviews
- SJUNI web-site - www.sjuni.edu.ge

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

1.4. To increase the flexibility of programs and make them more student-oriented, it is recommended to reduce the number of compulsory credits and to increase opportunities for offering/choosing specialty-based optional courses in the programmes.

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

1.4.1. It is suggested that the programs' content be revised and updated to reflect the latest industry developments and trends in PA/BA.

1.4.2. It is suggested to formulate clear records on the conditions of the free/optional courses electing procedures.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Program 1. Public Administration, (180 ECTS), Undergraduate, level 6.

Recommendation(s):

- To ensure the achievement of Program Learning Outcomes 4 and 5, and develop students' basic research skills, it is recommended to introduce a capstone project (or Bachelor's thesis) as a mandatory component of this program.

Suggestion(s):

- It is suggested to revise, enrich, and update the program content to reflect the latest industry developments and trends in PA).
- It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

Program 2. Public Administration, (240 ECTS), Undergraduate, level 6.

Recommendation(s):

- To ensure the achievement of PLO 4 and 5, and develop students' basic research skills, it is recommended to introduce a capstone project (or Bachelor's thesis) as a mandatory component of this program.

Suggestion(s):

- It is suggested to revise, enrich, and update the program content to reflect the latest industry developments and trends in PA .
- It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.

Program 3. Business Administration, (180 ECTS), Undergraduate, level 6.

Recommendation(s):

- N/A

Suggestion(s):

- To incorporate recent modern technological trends covering contemporary digital business environment expectations, it is suggested to enrich the content of the program with topics/courses focused on the development of entrepreneurial skills or mindset, which is increasingly valuable and expected in the modern business world.
- It is suggested to revise the content of the program and enrich it with issues (topics or courses) focused on soft skills (such as leadership, teamwork, cross-cultural communication, business ethical and social responsibility, etc.) development.
- It is suggested to formulate clear possible ways for acquiring credits allocated to the foreign language, in case the student confirms his/her knowledge of the language at the B2 level.
-

Program 4. Business Administration, (120 ECTS), Graduate, level 7.

Recommendation(s):

Suggestion(s):

- It is suggested to incorporate recent modern technological trends covering contemporary digital business environment expectations and enrich the content of the program with topics/courses related to the modern rapidly changed and globalized business.

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. Public Administration (180), Bachelor, 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 Public Administration (240), Bachelor, 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Business Administration, (180), Bachelor, 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Business Administration (120) Master, 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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

While reviewing the programs grouped in the cluster at the Samtskhe-Javakheti State University (SJUNI), the syllabi have been analyzed in terms of compliance with accreditation standards, focusing on the alignment of course content, learning outcomes, and credit allocation. Based on information provided by the SER, program-related documentation, and site interview results, the panel noted that the syllabi are developed following the general instructions and regulations. Careful reviews and consideration of course contents and applied literature recourses in the clustered programs reduced the availability of the risk of their similarity at different stages of the study. Thus, educational courses, as well as each learning outcome, were reviewed in terms of compliance with the higher education level.

A certain part of the educational courses has a pre-condition logically linked from the simple to the complex. The compliance maps of the programmes' outcomes and study courses are developed in the programs. The compulsory educational courses in the programs indicated the degree of participation in the achievement of the results (introducing, deepening, and strengthening). Each learning outcome of the program is achieved at the level of introducing, deepening, or strengthening. Thus, the learning outcomes for each course are aligned with the program's overall objectives and the specific outcomes for each subject, ensuring that the educational goals are met comprehensively. The syllabi for these courses include descriptions of teaching methods, learning outcomes, and course content, which are designed to achieve the objectives of each course effectively. The content of each academic course is designed to correspond with its stated learning outcomes, with course objectives and outcomes clearly defined and integrated into the program's overall learning outcomes. Every learning outcome in courses mostly is assessed effectively.

As the volume of all four programs included in the cluster is defined in the credits, the content and structure of the offered courses mostly appear to comply with the general requirements specified in the educational standards, including adherence to European guidelines for ECTS credits. Regarding the determination of course credits, the following should be noted: the programs reviews showed that the volume of offered academic courses differs from 3 credits to 6 credits, the volume of courses in practice – is 10 ECTS at MBA level; 7-ECTS in the BBA program; 12-12 ECTS in BPA programs; the volume of the Bachelor Paper is 7 ECTS; and the MBA thesis is - 30 ECTS. Based on interviews with programmes heads and academic/invited staff, the panel noted that the credit allocation is based on learning outcomes, teaching methods, and course complexity. Moreover, in general, the balance between contact hours and independent study is appropriate for the content and learning outcomes of each course, considering the nature of the subject matter. Thus, while defining course credits, the specifics of the course have been considered, discussed, and taken into account. However, some courses should be revised in terms of defining the volume of credits based on course content, teaching and assessment activities, quantity and complexity of assignments, and educational recourses to be taught as well. Based on these revisions the volume of course credits can be decreased or increased (e.g. courses such as “Euro Integration” – 6 ECTS; “E-Governance” – 5 ECTS; “Democracy and Citizenship” – 5 ECTS; “Strategic Planning of Territorial Economic Development” – 4 ECTS; “Foreign Language (English/ German/ Russian) – B1.1- B.2.2.”- 3-3 ECTS.; etc.)

Each course includes compulsory and supplementary educational material, that are listed in syllabi and, in general, support the achievement of the course, as well as program learning outcomes. In some syllabi, these materials are aligned with current field achievements and mostly include recent research, ensuring that the resources remain relevant and effective in meeting the program's educational goals. However, the literature referred to the bachelor programs' syllabi, in most cases, is limited in number, and most of them are manuals. At the same time, while offering the selected literature the focus is made on electronic resources, as it is easier for students to apply e-books and other e-materials. Those syllabi, which include foreign literature, have defined knowledge of the English language at the B2 level as the precondition of the course. However, some syllabi should be revised in terms of updating literature and enriching it by adding the latest or/and relevant publications (particularly, in “rapidly changing fields” and related courses such as – “E-governance”; “Electoral Systems”; “Project Management”; “Integrated Marketing Communications”; “Entrepreneurship”; etc.)

Regarding the teaching and assessment methods, applied in course syllabi, it should be mentioned the following: in general, the course syllabi indicate that all learning outcomes are assessed through midterm and final evaluations, in line with the Order N3 of the MoES of Georgia, which mandates assessment methods. Moreover, the syllabi also specify the teaching and learning methods employed in each course, which are chosen to achieve the course's goals and learning outcomes. Each course's content is designed to contribute to the overall program competencies; thus, syllabi ensure that these courses collectively develop defined knowledge and skills as well as form a comprehensive educational experience. The detailed review of syllabi (the BPA, BBA, and MBA programs) showed that in most courses similar teaching and assessment methods and tools are applied. However, some of them are valid for achieving

the learning outcomes that are stated in the course or assessing the competencies that are defined as course and/or program outcomes. While interviewing academic staff the panel noted that in some cases lecturers apply and implement more relevant and valid teaching methods or assessment tools for measuring and evaluating students' achievement, but the implemented methods have not been mentioned and/or described in syllabi, and programs as well. According to the panel's suggestion, syllabi should describe clearly the methods/tools that are implemented in teaching-assessment processes. Moreover, in some syllabi (e.g. "Leadership"; "Organizations and Management"; "Strategic Management"; "Strategic Management in Global Environment"; "Strategic Management of HR"; etc.) the assessment criteria and distribution of grades need to be formulated clearly to avoid misunderstandings related to the evaluation of the students' appraisal and achievements.

Regarding the programs' curriculum maps, it should be mentioned that, in general, they reflect how the learning outcomes of individual courses contribute to the broader program objectives. However, in some cases, it is not substantiated enough clearly how it is possible to achieve, deepen, or master the knowledge and skills defined as the program learning outcomes, based on optional courses.

According to the SER, submitted documents and interview results. The panel noted that, in terms of ongoing improvement, syllabi are updated based on student feedback on course evaluations. Moreover, syllabi were periodically revised to include updated literature, refined evaluation criteria, and improved teaching methods. Students are informed of these changes at the beginning of each semester, ensuring transparency and consistency in the learning process.

Based on the SER, presented documentation, and interviews results, the Panel noted that, in general, the student's workload is monitored by the University's QA office in accordance with internal university regulations.

Taking into account the mentioned above, the panel noted that the reviewed syllabi mostly demonstrate alignment between course content, learning outcomes, and credit allocation, meeting the specified criteria for academic course compliance. In general, the syllabi are comprehensive, with appropriate teaching methods, assessment strategies, and educational materials that collectively support the achievement of the program's objectives.

Description and Analysis – Programme1. Public Administration (180 ECTS), Bachelor, 6,

The reviewed Bachelor's program in Public Administration (180 ECTS) includes a clearly defined structure where the educational courses are an important part of the program. The educational courses, as well as each learning outcome, were reviewed in terms of compliance with the higher education level and program LO and the content and number of credits of courses align with the learning outcomes. The analysis of the course contents and the number of credits, in general, corresponds to the learning outcome of the course. Each study course's content is designed to meet its learning outcomes, which in turn supports the overall program objectives. Moreover, the learning outcomes of the compulsory educational courses in major fields of study are substantially relevant to the program learning outcomes (introduction, deepening, strengthening). The pre-condition for admission is considered in the educational courses. Each

educational course has the assigned credits within the frame of academic freedom and integrity reflecting the volume of the work for study at the academic course expressed in the units of time in the self-assessment of the educational program (1 credit - 25 hours).

Based on submitted documentation and interview results, the panel noted that the academic courses are developed following the instructions and regulations applied by the university (particularly, The methodology of planning, design, and development of the Educational Programs and course syllabus). Each syllabus was developed by academic/invited staff involved in the Bachelor's program in PA based on the regular consultation of the faculty quality assurance service head. Moreover, the program and educational course syllabi were evaluated by the faculty and university quality assurance services. Notable, that while elaborating course syllabi Academic Freedom of each academic/invited staff was protected in terms of the selection of assessment methods and literature/learning resources as well. The study material referred to in the syllabi, mostly is updated and substantially ensures the achievement of the learning outcomes. The majority of them are based on the challenges of the detailed field enabling achievement of the learning outcomes. During the offering of the literature, the focus is made on e-resources, as it is easier to use the books or other resources on e-drives.

The compulsory courses of the major field of study are related to the key theoretical and practical knowledge in PA such as organizing of public administration, planning of the policy and coordination, human resource management, management of public finances, accountability and integrity, etc.

Each syllabus provides details about courses, including content, assessment methods, teaching methods, prerequisites, credit allocation, and the distribution of student workload.

According to the SER and interview results, each course's credit allocation is based on the workload and is consistent with its intended learning outcomes.

However, based on syllabi analysis and interview results, the panel noted that some syllabi need to be revised in terms of calculating the volume of course credits considering the specifics of the course, the student's workload or the material to be covered, as well as specifics of achievements' assessments. For instance, the volume of the compulsory course in "Euro integration" is 6 ECTS, while the course in "Strategic Planning of Territorial-Economic Development" is 4 ECTS; the "Law on Public Service" is 6 ECTS, while the "Public Policy Process" is 5 ECTS, "Administrative Proceedings in Public Service" is 6 ECTS, while the "Administrative Leadership" is 4 ECTS; "Democratization and citizenship" is 5 ECTS. However, the content of this course somehow repeats the topics/issues discussed in the courses "Constitutional Law" and "Human Rights". Moreover, the student's workload should be analyzed based on the complexity of the course content (topics/issues), teaching and assessment activities, quantity and complexity of assignments, and educational resources (particularly, referenced mandatory literature) to be taught as well. Despite the mentioned, the courses need to be enriched with the following topics/issues: project/program management and its application in PA; operation management in PA sector organizations; etc. (key issues, that are recommended in Subject Benchmark for Public Administration)

In addition, some syllabi should be revised in terms of updating literature and enriching it by adding the latest or/and relevant publications (particularly, courses such as – “E-governance”; “Electoral Systems”; Institutional Development of Public Organizations; etc.).

Taking into account the mentioned above, the panel noted that the reviewed syllabi mostly demonstrate alignment between course content, learning outcomes, and credit allocation, meeting the specified criteria for academic course compliance. In general, the syllabi are comprehensive, with appropriate teaching methods, assessment strategies, and educational materials that collectively support the achievement of the program's objectives.

Description and Analysis – Programme 2. Public Administration (240 ECTS), Bachelor, 6

The 240 ECTS Bachelor's program in Public Administration is identical to the 180 ECTS BPA program, therefore it is not described separately, consequently, the assessment associated with the syllabi of the previous program also applies to this 240 ECTS BPA program.

Description and Analysis – Programme 3. Business Administration (180 ECTS), Bachelor, 6

Based on the BBA program and course syllabi review, the panel noted that this program also includes a clearly defined structure where the educational courses are an important part of the program. The educational courses, as well as each learning outcome, were reviewed in terms of compliance with the higher education level and Program LO, and the content and number of credits of courses aligned with the learning outcomes. The course contents and the number of credits, in general, correspond to the learning outcomes of the course. Each study course's content is designed to meet its learning outcomes, which supports the overall program objectives. Moreover, the learning outcomes of the compulsory educational courses in major fields of study are substantially relevant to the program learning outcomes (introduction, deepening, strengthening). The pre-condition for admission is considered in the educational courses. Each educational course has assigned credits within the frame of academic freedom and integrity reflecting the volume of the work for study at the academic course expressed in the units of time in the self-assessment of the educational program.

The analysis of the BBA program course syllabi showed that the compulsory courses of major fields of study are related to the key theoretical and practical knowledge in BBA such as Business Environment, Economy and Markets, Business Strategy, Operation, HR and Leadership, Finances and Accounting, Entrepreneurship and Innovations, Ethics responsibility, etc. Each syllabus provides details about courses, including content, assessment methods, teaching methods, prerequisites, credit allocation, and the distribution of student workload. The use of up-to-date study materials ensures that the program meets modern academic and professional standards. Thus, the study material referred to in the syllabi, mostly is updated and substantially ensures the achievement of the learning outcomes. The majority of them are based on the challenges of the detailed field enabling achievement of the learning outcomes. During the offering of the literature, the focus is made on e-resources, as it is easier to use the books or other resources on e-drives.

For the deepening, strengthening, and practical application of the acquired knowledge during the program by a student, as well as fulfilling the practical activities considering the industry values, the syllabus of practice is elaborated and offered as a compulsory 7 ECTS course of the main study field in this BBA program. The practice is focused on the linking of a student with employers by supporting knowledge and self-presentation skill development and further employment.

Additionally, the program includes the preparation of a capstone project, which is subjected to plagiarism checks using Turnitin, ensuring academic integrity. The volume of this capstone project credits is 10 ECTS. The courses considered by the program are defined as Pre-conditions of this bachelor's research project. The preparation and defense of this project are carried out following the "Instructions and Evaluation Criteria for the Development of the Bachelor Project/Thesis" of the Samtskhe-Javakheti State University. (Approved by the Academic Board of LEPL Samtskhe-Javakheti State University, Session Protocol №6, 13.03. 2018.Resolution №30).

According to the records in the submitted BBA program, as well as the attached documents, each course's credit allocation is based on the student's workload and is consistent with its intended learning outcomes. It should be mentioned that the volume of the courses mostly is 5 or 6 ECTS credits. Some of them are 3 or 4 ECTS credits. Regarding the distribution of course credit hours on contact and independent ones, it should be mentioned that in most courses the contact hours are divided equally between lectures and seminars (e.g.,15/15; 15/30; 30/30), which indicates that such distribution is more "mechanical" and less based on the specifics of the topics discussed in the courses or the assignments quantity and/or complexity, teaching and/or assessment methods implemented in the frameworks of the course. For example, the contact hours in the course "Organization and Management" (which is a 5 ECTS introductory subject that focuses more on theoretical aspects of management to ensure students the knowledge of basic principles), are divided into lectures (15 hours) and seminars (15 hours). However, the contact hours in the 3 ECTS course "Business Ethics" (which should be more case-based or problem-based course, is more practical, and is focused on developing decision-making / practical skills) are divided into the lectures and seminars in the same way 15/15. The same distribution appeared in other different types of courses such as Legal Regulation of a Business (5 ECTS – 15/15 h), Marketing Management (4 ECTS - 15/15h), Risks and Insurance – (3 ECTS – 15/15), Innovative Management (3 ECTS – 15/15), etc. Thus, the BBA program syllabi should be revised and the balance between contact hours and independent study should be appropriate for the content and learning outcomes of each course, considering the nature of the subject matter.

According to the panel decision, as the program components are designed to help students meet their objectives and develop their bachelor's competencies through learning, the number of contact and independent working hours as well as the number of ECTS credits assigned to each course should be calculated based on the student's workload and the material to be covered, ensuring that the credit allocation reflects both the content and learning outcomes of each course. The balance between contact hours and independent study, as well as the balance between the lectures and seminars/practical activities, should be appropriate for the content and learning outcomes of each course, considering the nature of the subject matter.

The detailed review of the BBA program syllabi showed that in most courses similar teaching and assessment methods and tools are applied. However, some of them are more or less valid for achieving the learning outcomes that are stated in the course or assessing the competencies that are defined as course and/or program outcomes. For example, such courses as Strategic Management, HRM, and Business Ethics – are more case/problem-based courses and should be enriched syllabi with the mentioned teaching/assessment tools. Apart from the subjects as Project Management, Risks and Insurance, etc, are more practical/based and should be taught by applying practical tasks and exercises. While interviewing academic staff the panel noted that in some cases lecturers apply and implement more relevant and valid teaching methods or assessment tools (such as role-playing, case studies, practical assignments, etc.) for measuring and evaluating students' achievement, but the implemented methods have not been described in syllabi. According to the Panel decision, syllabi should describe clearly the methods/tools as well as assessment rubrics that are implemented in teaching-assessment processes.

Regarding the curriculum map of the BBA program, the following should be mentioned: in general, it reflects how the learning outcomes of individual courses contribute to the broader program objectives. However, it is not substantiated how it is possible to achieve all LO of the BBA program by the course “Business Ethics” which is taught as 3 ECTS courses and the content is focused on referred topics as well as literature.

In addition, it is not enough clear how optional courses ensure the achievement of the stated learning outcomes and why they are considered on the map as the benchmarks for measuring the learning outcomes achievement.

Regarding the ongoing improvement, it was mentioned in the SER that the course syllabi are updated based on student feedback and assessments, they are periodically revised to include updated literature, refined evaluation criteria, and improved teaching methods. A detailed review of the course syllabi in terms of study materials showed that the syllabi listed compulsory literature and other educational resources that in general support the achievement of the course, as well as program learning outcomes. In some cases, these materials are aligned with current field achievements and mostly include recent publications, ensuring that the resources remain relevant and effective in meeting the program's educational goals. However, to enhance the program's quality, some courses should be reviewed and updated in terms of relevance to the referred topics as well as modern trends of business and industry development specifics (e.g. see the following courses: Organizations and Management; HRM; Project Management; Business Ethics; Financial Management; etc).

Also, it should be mentioned that in some syllabi (e.g. Principles of Microeconomics; Principles of Macroeconomics; Organizations and Management; Fundamentals of Marketing; Marketing Management; Integrated Marketing Communication; Strategic Management; etc.) the assessment criteria and distribution of grades need to be formulated clearly to avoid misunderstandings related to the evaluation of the students' appraisal and achievements (the max. score for the perfect performance of the assignment is – 4-5; or 9-10).

In addition, programmes/courses should be enriched with the issues recommended in Subject Benchmark for Business Administration Programs, such as organizational behavior and leadership; quality management; supply chain management. Moreover, digital technologies as well as AI in business should be more explicitly addressed in the objectives/courses to incorporate recent modern technological trends covering futuristic business environment expectations.

Taking into account the above-mentioned, the panel noted that, in general, the reviewed syllabi mostly demonstrate alignment between course content, learning outcomes, and credit allocation, meeting the specified criteria for academic course compliance. The syllabi are comprehensive, with appropriate teaching methods, assessment strategies, and educational materials that collectively support the achievement of the program's objectives. However, some of them need to be revised and updated for the purpose of further perfection.

Description and Analysis - Programme 4 (Business Administration (120 ECTS), Master, 7)

According to the SER, presented documents, and interview results, the panel noted that in the process of developing the master's program in Business Administration, the learning outcomes also were considered as a starting point (which is confirmed by the map of the compatibility of the learning outcomes of the program and its components). This MBA program also demonstrates an alignment between course content, learning outcomes, and ECTS credits. The study courses of this MBA program mostly allocated 3/4/5 ECTS credits, the practice consists of 10 credits, and the master's thesis is 30 credits. Moreover, it includes 4 elective subject-based courses related to the specifics of business development in the region, with a total of 6 ECTS credits.

Regarding the distribution of course credit hours on contact and independent ones, the panel noted that in most courses the contact hours also are divided equally between lectures and seminars (e.g., 15/15; 15/30; 30/30), which indicates that such distribution is more "mechanical" and less based on the specifics of the topics discussed in the courses or the assignments quantity and/or complexity, teaching and/or assessment methods implemented in the frameworks of the course. For example, the courses "Leadership" (4 ECTS) and "HR Strategies" (4 ECTS) are case-based courses and should be focused on development of key competencies for receiving an MBA degree, the contact hours of these courses are divided into the lectures (15 hours) and seminars (15 hours). Moreover, the contact hours in "Business Research Methods and Design" (5 ECTS) is a more practical course and should be focused on developing research skills as data collection and analysis, research project planning and designing, etc.), the contact hours are divided into the lectures and seminars (30/15 h.), and 76 for the independent work.

However, while interviewing the academic / invited staff, the panel suggested revising syllabi in terms of considering carefully the specifics of the course, and its LO and for calculating the contact hours distributed in a course, based on the student's workload, the assignments and learning material complexity, ensuring that the credit allocation reflects both the content and learning outcomes of each course. Thus, the course syllabi should be revised and the balance between contact hours and independent study should

be appropriate for the content and learning outcomes of each course, considering the nature of the subject matter.

Regarding the mandatory literature and study materials listed in the syllabi it should be mentioned that, in general, it mostly aligns with the learning outcomes and current achievements in business administration. This ensures that the study materials support the program's objectives and contribute effectively to achieving the learning outcomes. Each educational course includes compulsory and supplementary educational material, and several syllabi include foreign literature, accordingly, the precondition of the course is knowledge of the English language at the B2 level. However, some literature resources, referred to in syllabi, are less relevant to the educational level. (e.g. Northouse P. Leadership Theory and practice in "Leadership"; Thompson A, et all, Strategic Management: concepts, cases in "Strategic Management in Global Environment" (this book is offered in the BBA Program syllabus as well); Lock D., Fundamentals of project management in "Project Management"; DeCenzo D, et all, Fundamentals of HR, and, Mathis R, et all, in "Strategic Management of HR"(these resources are less relevant to the course title, Objectives and Learning Outcomes); etc.). Moreover, the panel noted that at the MBA level programme, the latest scientific-research publications are welcome.

However, for the further improvement of course syllabi and MBA program, some courses should be revised in terms of content topics and literature/teaching materials following the contemporary trends and issues of industry and fields of subjects taught (particularly, issues related to the digital transformation of Business; Digital Marketing; IT and AI in SMHR; etc.)

Evidences/Indicators

- Self-Evaluation Report on the Cluster of Higher Education Programs
- Submitted Educational programs with attached syllabi and related documentation
- "Instructions and Evaluation Criteria for the Development of the Bachelor Project/Thesis" of the Samtskhe-Javakheti State University. (Approved by the Academic Board of LEPL Samtskhe-Javakheti State University, Session Protocol №6, 13.03. 2018.Resolution №30).
- The instruction of the bachelor project/labor preparation
- Subject Benchmarks for Higher Education (The level I and II of higher education) in Business Administration, and Public Administration
- Panel interviews
- SJSU web-site - www.sjuni.edu.ge

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

1.5. It is recommended to revise some syllabi (mentioned below in program description sections) in terms of defining correctly the volume of course credits (increasing or reducing them) based on

the reflective analysis of course content, teaching and assessment activities, quantity and complexity of assignments, educational resources

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

1.5.1. It is suggested to revise some syllabi (mentioned below in program sections) in terms of updating and/or enriching literature by adding the latest or/and relevant publications

1.5.2. . To avoid misunderstandings related to the evaluation of the students' appraisal and achievements, it is suggested to formulate the assessment criteria and distribution of grades in the syllabi mentioned above.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Public Administration (180 ECTS), Bachelor, level 6)

Recommendation(s):

1.5.1. It is recommended to ensure revision of Bachelor Program (180 ECTS) in PA courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment

Suggestion(s):

It is suggested to revise the course syllabi in terms of updating literature and enriching them by adding the latest or/and relevant publications in the Public Administration field.

Programme 2 Public Administration (240 ECTS), Bachelor, level 6)

Recommendation(s):

1.5.1. It is recommended to ensure revision of (180 ECTSs) Bachelor Program in PA courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be

covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

Suggestion(s):

- It is suggested to revise the course syllabi in terms of updating literature and enriching them by adding the latest or/and relevant publications in the Public Administration field.

Programme 3 Business Administration (180 ECTS), Bachelor, level 6

Recommendation(s):

- It is recommended to ensure revision of the BBA program courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.

Suggestion(s):

- It is suggested to revise the course syllabi in terms of updating literature and enriching it by adding the latest or relevant publications in the Business Administration field.

Programme 4 Business Administration (120 ECTS), Master, level 7)

Recommendation(s):

- It is recommended to ensure revision of MBA courses to determine the valid volume of credits and relevant distribution of credit hours, based on consideration of the course objectives and learning outcomes to be achieved, the topics to be covered, intensity, scope, and complexity of the tasks to be completed, the volume and complexity of resources to be taught, and specifics of achievements' assessment.
- It is recommended to revise MBA syllabi and update them with the literature relevant to the educational level, course objectives, and LO, as well as enrich courses with the latest actual scientific/research publications.

Suggestion(s):

- It is suggested to enrich courses with topics/issues related to the contemporary trends of the Business Industry and related fields (particularly, issues related to the digital transformation of Business; Digital Marketing; IT and Operations; AI in SMHR; etc.)

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 (Public Administration (180 ECTS), Bachelor,)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administrations, (240 ECTS) Bachelor, 6l)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration (180 ECTS), Bachelor, 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, (180) Bachelor, 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration (240), Bachelor, 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration (180) Bachelor, 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration (120) Master, 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

Prerequisites for admission to the programme, teaching-learning methods, and student assessment consider the specificity of the study field, level requirements, and 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

Prerequisites for the admission to the programmes submitted to the cluster accreditation take into account the specifics of the programme, and ensure the inclusion of individuals with the knowledge, skills, and competencies necessary to complete the programme. The prerequisites for admission to the programmes are logically related to the programme outcomes, educational content, level, awarded qualification, and language of instruction and is accessible to all individuals interested in applying for the programmes. The university operates a methodology for planning the number of students, based on which the faculty, in coordination with the university's administrative structures, determines the number of students the programme can accommodate. The admission prerequisites and procedures are public and accessible on the University webpage of the Faculty of Business Administration and Faculty of Law: the admission prerequisites and procedures are indicated in the program descriptions/educational programs catalogs.

Description and Analysis - Programme 1 (Bachelor Educational Program of Public Administration (180 ECTS, first level))

Citizens of Georgia and foreign countries are authorized to study in the bachelor's program in Public Administration. The holder of the state document confirming complete general education or equivalent (Georgian citizen), who has passed the Unified national exams (Georgian language and literature, English language, history/mathematics) and obtained the right of study based on the ranking by the coefficients of the obtained scores, is authorized to study at the Public Administration bachelor program in LEPL Samtskhe-Javakheti State University. After successfully passing the Unified National examination, the entrant is required to undergo administrative registration within the defined terms by the university.

The Armenian, Azerbaijani, Abkhazian, and Ossetian language speaker citizens of Georgia, who are entrants to the Bachelor Program are authorized to study at the program in case of passing the test of general skills in Armenian and Azerbaijani languages and Abkhazian or Ossetian language at the Unified National Examination and attend the Georgian language preparation course. Admission of foreign citizens to the program takes place following the defined rule by Georgian legislation.

After passing the Unified National Examinations the mandatory condition for the citizens of foreign country/person who has no citizenship of Georgia, as well as the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated by December 29, 2011, is knowledge

at B1 level of the selected academic program study language. The citizens of a foreign country/or not having citizenship and the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated by December 29, 2011, shall provide the certificate proving the knowledge of study language at the required level or go through the interview on the academic program study language. The people mentioned can get the certificate in the Continuous Learning Center of the University. The students of other higher educational institutions, both Georgian and foreign countries, and the students of other specialties of the university are authorized to continue study at the bachelor program.

Description and Analysis - Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))

Citizens of Georgia and foreign countries are authorized to study at the bachelor's program in Public Administration. The holder of the state document confirming complete general education or equivalent (Georgian citizen), who has passed the Unified national exams (Georgian language and literature, English language, history/mathematics) and obtained the right of study based on the ranking by the coefficients of the obtained scores, is authorized to study at the Public Administration bachelor program in LEPL Samtskhe-Javakheti State University. After successfully passing the Unified National examination, the entrant is required to undergo administrative registration within the defined terms by the university.

The Armenian, Azerbaijani, Abkhazian, and Ossetian language speaker citizens of Georgia, who are entrants to Bachelor Program are authorized to study at the program in case of pass the test of general skills in Armenian and Azerbaijani languages and Abkhazian or Ossetian language at the Unified National Examination and attend the Georgian language preparation course. Admission of foreign citizens to the program takes place in accordance to the defined rule by Georgian legislation.

After passing the Unified National Examinations the mandatory condition for the citizens of foreign countries/person who has no citizenship of Georgia, as well as the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated by December 29, 2011, is knowledge at B1 level of the selected academic program study language. The citizens of a foreign country/or not having citizenship and the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated December 29, 2011, shall provide the certificate proving the knowledge of study language at the required level or go through the interview on the academic program study language. The people mentioned can get the certificate in the Continuous Learning Center of the University. The students of other higher educational institutions, both Georgian and foreign countries, and the students of other specialties of the university are authorized to continue study at the bachelor program.

Description and Analysis - Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))

Citizens of Georgia and foreign countries are authorized to study at the bachelor's program in Business Administration. The holder of the state document confirming complete general education or equivalent (Georgian citizen), who has passed the Unified national exams (Georgian language and literature, English

language, history/mathematics) and obtained the right of study based on the ranking by the coefficients of the obtained scores, is authorized to study at the Business Administration bachelor program in LEPL Samtskhe-Javakheti State University. After successful passing of the Unified National examination, the entrant is required to undergo the administrative registration within the defined terms by the university.

The Armenian, Azerbaijani, Abkhazian, and Ossetian language speaker citizens of Georgia, who are entrants to the Bachelor Program are authorized to study at the program in case of passing the test of general skills in Armenian and Azerbaijani languages and Abkhazian or Ossetian language at the Unified National Examination and attend the Georgian language preparation course. Admission of foreign citizens to the program takes place in accordance with the defined rule by Georgian legislation.

After passing the Unified National Examinations the mandatory condition for the citizens of foreign countries/person who has no citizenship of Georgia, as well as the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated by December 29, 2011, is knowledge at B1 level of the selected academic program study language. The citizens of a foreign country/or not having citizenship and the citizens of Georgia, subject to Article 2, #224/n Order of Minister of Education and Science of Georgia dated December 29, 2011, shall provide the certificate proving the knowledge of study language at the required level or go through the interview on the academic program study language. The people mentioned are able to get the certificate in the Continuous Learning Center of the University. The students of other higher educational institutions, both Georgian and foreign countries, and the students of other specialties of the university are authorized to continue study at the bachelor program.

Description and Analysis - Programme 4 (Master Educational Program of Business Administration (120 ECTS, second level))

The citizens of Georgia and foreign countries are authorized to study at the Business Administration Master Program. The person with the academic degree of Bachelor (Georgian citizen), who has passed the **Unified National Exams for Master**, overcame the minimum competency threshold of the test and obtained the right to pass **the examination in the specialty** based on the received scores for the Master Program Business Administration of LEPL Samtskhe-Javakheti State University.

An entrant who is a citizen of Georgia or a foreign country shall submit the certificate verifying the **English language competency at the level B2** of the English language certification institutions such as TOEFL Paper, TOEFL CBT, TOEFL IBT, IELTS, FCE, CERTUS) (if any) or the candidate who passed the English language program (Bachelor/Master) is not required to submit the certificate) or passes the English language examination (listening, reading, speaking, and writing) at the examination commission. The minimum threshold for the examination is 51 points. A candidate who does not overcome the barrier loses the right to continue participation in the examination. The score of the exam does not define the final unified ranking score of a Master's program candidate. The exam will be conducted in accordance with the admission dates to the Master's program.

Persons eligible to apply without passing Unified Master Exams shall verify knowledge of the program study language (Georgian language) at least at B1 level, in accordance to #224/n Order of December 29,

0211 Ministry of Education and Sciences (“The Rule for submission and review of the documents required for high-school graduates/graduate students/students with the purpose of study in the higher education institutions of Georgia without passing unified national entrance/general Master examinations”).

Master program students of higher educational institutions (with a recognized Diploma by the State) and other specialties of LEPL Samtskhe-Javakheti State University are authorized to study at the program using the procedures of transferring from other institutions. The person with an academic degree of Master's or equivalent, but with different specialties, is also authorized to be enrolled in the Master program as a transferring student. The precondition for admission is that an entrant has to go through administration registration within the set period.

Evidence/Indicators

- o The University website www.sjuni.edu.ge
- o Educational programs catalogue at the university webpage
- o Educational programs and syllabi
- o Student body planning methodology for educational programme;
- o The methodology of planning, design and development of the Educational Programs
- o Entrance exam topics for the Master program in Business Administration
- o Sample of the written work of the entrance exams in the specialty and English language for the Master program in Business Administration
- o Site-visit interviews
- o Self-evaluation report submitted by the University

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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 (Bachelor Educational Program of Public Administration (180 ECTS, first level))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration (120 ECTS, second level))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

The university offers numerous opportunities for students to ensure their professional development according to the learning outcomes and the level of education. To sustain their practical and research skills development, the University has established memorandums and agreements with various organizations, which means that students can have practical experience in different organizations. The practical component of the programme is organized and planned in collaboration with practice objects (private and public organizations). In the process of implementation of practice/internships students are supervised by the University qualified personnel as well as by the supervisors assigned by the practice objects/organizations.

For the implementation of student and personnel research and practical activities, the University every year holds the conferences with participation of the students at the university and other Georgian Higher Educational Institutions with similar profiles (<https://sjuni.edu.ge/%e1%83%99%e1%83%9d%e1%83%9c%e1%83%a4%e1%83%94%e1%83%a0%e1%83%94%e1%83%9c%e1%83%aa%e1%83%98%e1%83%94%e1%83%91%e1%83%98-2/>). In addition, the University also publishes international scientific peer-reviewed journal “Gulani” featuring articles in the humanities and social sciences. It also publishes the scientific journal “Economics, Business, Management” (<https://www.sjunijournals.ge/>).

For scientific research skills development, the University has developed the Concept of Research Activities. The purpose of the Concept of Research Activity of the LEPL Samtskhe-Javakheti State University is to identify university research activities, support mechanisms for scientific research organization and development, structural units for conducting research, defining research direction and developing general policies for conducting research activities (<https://www.sjuni.edu.ge/wp-content/uploads/2018/mnishvnelovanidoc/The-Concept-of-Research-Activities.pdf>). Article 5.1 of the Concept defines the University funding system for scientific research activities: to develop and encourage research activities at the LEPL Samtskhe-Javakheti State University, the University provides funding, co-financing procedures and authorized bodies for research activities.

Article 40 of the Concept defines the mechanism to encourage a student. The following types of incentives can be applied to the student for active participation in studies and scientific research and active participation in the

university community: full or partial financial support for sending to local and international scientific conferences/seminars; full or partial financial support promoting the results of scientific articles and scientific research in international scientific journals.

University personnel and students are informed about local and international scientific grants, and scientific activities, concerned people are provided with consultation about fundraising. The information is published in the university newspaper “Meskheti Universiteti” (<https://sjuni.edu.ge/%e1%83%92%e1%83%90%e1%83%96%e1%83%94%e1%83%97%e1%83%98-%e1%83%9b%e1%83%94%e1%83%a1%e1%83%ae%e1%83%94%e1%83%97%e1%83%98%e1%83%a1-%e1%83%a3%e1%83%9c%e1%83%98%e1%83%95%e1%83%94%e1%83%a0%e1%83%a1-2/>), at the website, university Facebook page, informational board and sometimes the information is also sent to e-mails.

University students have the opportunity to participate in winter/summer schools as well as in international mobility. Students are actively involved in the university self-governance and participate in extracurricular activities.

The compulsory and optional academic courses of free components as well as planned and implemented extracurricular activities considered under the program support students in developing transferrable skills.

All educational programs grouped in the cluster include practice/internship as a mandatory study component. Practical elements are integrated into different study courses as well:

- Public Administration Bachelor Educational Program (180 ECTS) includes practice with 12 credits (300 hours) in the 6th semester.
- Public Administration Bachelor Educational Program (240ECTS) includes practice with 12 credits (300 hours) in the 6th semester.
- Business Administration Bachelor Educational Program includes a practice with a volume of 7 credits, which will be provided in the 6th semester to students.
- Business Administration Master Educational Program includes a practice with a volume of 10 credits, which will be provided in the third semester to students.
- For scientific research skills development the Master Program includes study courses “Business research methods and Design”, “Data Processing and Analysis”, “Econometric Analysis” etc. The Master's program also includes a research component-master thesis with a volume of 30 credits in the fourth semester.

Implementation of the practical component is considered in different public and private organizations, and the University has an agreement/memorandum with them. It should be noted that not all memorandums/contracts indicate the number of students organizations are ready to receive for the practice. **It is recommended in all practice memorandums to indicate the number of students the organizations agree to receive for the practice.**

Evidences/Indicators

- o Educational programs and syllabi
- o Memorandums with public and private organizations (objects of the practice) to organize practice/internships for students
- o Official website of the University
- List of internship/practice supervisors from the University and from the organization where the internship took place (last semester per program)
- Personal files (CVs)of practice supervisors

- o Personal files (CVs) of master and bachelor thesis supervisors
- o Student practice reports/practice-related documentation/evaluation samples
- Samples of materials proving financial support for academic/invited staff research activities and students research/practical/internship activities
- Information about students engaged in scientific research /creative /performing projects (number of students per program)
- Information on graduate career development (employment rates)
- Graduate survey results
- Students survey results
- The instruction for preparation of the bachelor project/paper
- The instruction for preparation of the master project/paper
- Guideline about reference style
- The concept of the research activities
- Regulation on Plagiarism
- Site visit interviews
- o Self-evaluation report submitted by the University

General recommendations of the cluster:

- It is recommended in all practice memorandums to indicate the number of the students organizations agree to receive for the practice.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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 (Bachelor Educational Program of Public Administration (180 ECTS, first level))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 (Master Educational
Program of Business Administration
(120 ECTS, second 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 and learning methods of academic courses correspond to the level of education, course/subject content, and learning outcomes and ensure their achievement. The contents, learning outcomes, teaching methods, and assessment are described in the course syllabi.

It is natural that the learning methods in the two Public Administration programmes are identical (same courses) to each other both on the course level and also in the aggregated view relating the methods to learning outcomes (see corresponding tables in Self-Evaluation Report, pp. 52-53). The menu of teaching methods (16 different methods) in Public Administration programmes is somewhat richer, compared to the business administration programmes.

The Bachelor programme has 12 teaching methods distinguished in the corresponding table in the Self-Evaluation Report (p. 54). The master's degree is more demanding, which is reflected in a richer menu of teaching methods (15 methods) in the programme compared to the bachelor's programme. Instead of discussion/debates and the study by e-resources in the bachelor level programme, the professors of the master's programme use additional methods of analysis and synthesis, brainstorming research-based learning, dilemma-based learning, and knowledge and value-based learning among other methods.

Teaching-learning methods ensure students' active engagement in the learning process and interaction between students and staff and students themselves. The use of group work, discussions and presentations, brainstorming, and case studies are examples used in all programmes that ensure active engagement and interaction between participants of the learning process.

Several methods ensure student participation in the learning process with appropriate autonomy and responsibility and are aimed at the development of various skills by the student, including critical and analytical skills. The examples of corresponding teaching methods are induction/deduction and action-oriented teaching methods in public administration programmes, problem-based study, learning and doing, and research-based learning in business administration programmes.

Online methods of learning/teaching are not used in the programmes currently. However, teaching-learning methods are flexible and envisage the individual needs of students. If necessary, an individual programme is created and utilized in accordance with the interest and academic readiness of the student. An excellent example is the language studies for minorities before entering the core studies. The students certified the flexibility of the university during the interviews. As a macro-level example, the introduction of 180 ECTS programmes was presented by the students.

Evidences/Indicators

- Self-Evaluation Report on Accreditation of Educational Programs Grouped in the Cluster
- Public Administration Bachelor educational program (180 credits) and syllabi;
- Public Administration Bachelor Educational program (240 credits) and syllabi;
- Business Administration Bachelor educational program and syllabi;
- Business Administration Master educational program and syllabi;
- The interviews with staff, students, and alumni during the peer review visit.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Even though business education has international standards for the content, which are mostly followed in the syllabi, the university could consider introducing Georgian-based content more explicitly. For example, in the course “Managing Investments” (Bachelor of Business Administration programme), a week is dedicated to the New York Stock Exchange, but the Georgian Stock Exchange is not mentioned in the syllabus.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

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 (Bachelor Educational Program of Public Administration (180 ECTS, first level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration (240 ECTS, first level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration (180 ECTS, first level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration (120 ECTS, second level))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

Cluster Description and Analysis

Based on the information provided by the SER, submitted documents, and interviews, the panel noted that, in general, all educational programs, grouped in the cluster demonstrate compliance with the requirements of students' transparent and reliable evaluation, ensuring that applied and implemented approach to the student's evaluation corresponds to the level of education and stated learning outcomes. While interviewing program heads, academic and invited staff, students, and graduates, the panel ensured that the evaluation of students in Samtskhe-Javakheti State University was carried out according to established procedures and is in line with both external (particularly, the Order N3 of The MoES of Georgia, 5 January 2007, "On Approval of the Rule of Calculation of Higher Education Programs with Credits") and internal university legislation. Thus, the regulations on Student Status and Academic Process govern student assessment within programs grouped by cluster. A general rule has been established to ensure an adequate evaluation of each student's achieved learning outcomes, with a unified structural system defined for **both midterm** and **final assessments**.

It should be mentioned that the **evaluation system** - assessment methods, forms, and instruments - applied in the educational programs have **common** and **different characteristics**. The **differences** mostly are based on the **requirements of the level, program learning outcome, and individual course specifics** (*e.g. different assessment methods, forms, instruments, as well as grades for each component, are applied in the following courses* “Bachelor Research Project”; “Practice”; “Master’s Thesis”; “E-governance”; “Introduction to Public Administration”; “Modern Technologies of Public Speaking”; “Math for Business”; “Statistics in Economics and Business”; Foreign (English; German; Russian) Languages; etc.). Despite the differences mentioned, in the whole evaluation approaches, substantially, are similar and comply with the above-mentioned rule.

The Peer Review of the programs (course syllabi and submitted relevant documents as well) showed that, in general, the education component of the academic programs includes **mid-term (single, multiple) and final evaluations**, and their total (100 points) is a final evaluation. The final grade is calculated as the sum of the midterm and final assessment results, with a minimum passing threshold set at 51 points and a maximum of 100 points. Mid-term and final assessments include the assessment components defining the knowledge or skills or competency assessment instrument/instruments (oral/written examination, oral/written questioning, home task, practical/theoretical work, etc.) The assessment component unites similar methods of assessment. (test, essay, demonstration, individual and group presentation, working in groups/pairs, portfolio). Assessment methods are measured by the evaluation criteria, measuring the level of achievement of the learning outcomes.

Each form and component of the evaluation out of the total score (100 points) has its share in the final evaluation, which is given in the syllabi. Under the programme, the credits are not given only based on one form (mid-term or final evaluation). The share of the minimal competency threshold for the mid-term and final evaluation of a student is also given in a specific syllabus and is introduced to a student during the introduction with a syllabus. The student is awarded credits upon meeting or exceeding the minimum threshold of the final grade. Assessment of students takes place following the defined procedures. The evaluation criteria are given in the educational course syllabi. Despite the above-mentioned differences, each of them has specific components, forms, and methods of evaluation, which are transparent and known to a student in advance, as they are available from the students’ electronic database. Thus, the assessment form is fairly applied for all the students, evaluation components of each educational course and the methods considering the specifics of a course and comply with the learning outcomes of a course. As the panel noted, formative assessment is crucial for the educational process. First, it is reflected in the feedback to the students, by timely and detailed provision with information about mid-term evaluation and the results of the final/additional examinations, which enables students to understand the results, and the areas for improvement and take care of their professional development. For introduction and explanation of the mid-term evaluation and final exam evaluation the compulsory consultation hours are considered for the academic/invited staff of programs. The course implementer is obliged to introduce a course goal, the content of a syllabus, the learning outcomes, the ways and instruments for the achievement of the results, key assignments and grades, and evaluation criteria to students.

As was mentioned above while considering differences in assessment components of the courses, the forms and criteria of the educational course considering its specifics are defined by the course author/authors. Monitoring of the progress against the achievement of the learning outcomes by a student takes place by the programme head, university, and faculty quality assurance services. The evaluation system of the educational programs is reliable, as it is described in the instructions of the educational courses in detail, different instruments are applied in all of them and the scheme has been known to students since the first lecture. The evaluation, especially the courses that are important for obtaining qualifications, are implemented at the board in case of components and more than one evaluator participates in it.

The panel also noted that the university has its regulations on appealing examination by a student (Article 17, Education process regulating rule, Article 12 (12.1-12.2), Unified rule of examination, article 13, the decision related to the appealed examination results), which follows the fair and integrity approach principles towards students. The learning outcome achievement evaluation of the education program study component (except concentration and module) shall be completed in the same semester when it takes place. The educational component lasts for one semester. The educational component of the educational program (educational course, practice, bachelor paper, etc.) is assessed by 100-point system; The course is considered completed if a final evaluation equals or is higher than 51%.

In addition, there are Five types of positive assessments and **Two types of negative evaluation**. The minimal competence threshold shall be defined in each component of the evaluation considering the educational program goals and learning outcome specifics which shall not be less than 51 points and more than 60 points. A final evaluation minimal competence threshold share shall not exceed 60% of a final evaluation. A final evaluation is compulsory. If a student does not get a final evaluation, the course is not considered learned. A student is eligible to pass a final exam, in case of overcoming the minimal competence threshold of mid-term evaluation. In case of receiving FX in the study component of the educational program or failing the final exam, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final evaluation is not added to the evaluation received by a student in the additional exam. The evaluation obtained on the additional exam is the final assessment and is reflected in the final assessment of the study component of the educational program. It should be mentioned that the minimal competence threshold shall be defined in each component of the evaluation considering the educational program goals and learning outcome specifics which shall not be less than 51 points and more than 60 points. A final evaluation minimal competence threshold share shall not exceed 60% of a final evaluation. If a student fails to pay the academic debt in the main academic term, a dean's office shall appoint the additional semester/semesters. However, the research work (Bachelor's / Maser's thesis) should be assessed in the same or next semester to complete work on it by a student.

Regarding the Master's thesis, the panel noted the following: the master's thesis, as a written scientific research project that students complete at the end of their academic program and defend in an open session before the certification committee, is evaluated once (by a final assessment) by the arithmetic means of the committee member assessments, based on the criteria developed by the faculty. Considering the Master's educational program or/and an individual academic plan of a student it is allowed to be the annual educational load of a student to be 60 credits or below 50

credits. It is not allowed for an annual educational workload of a student to be above 75 (ECTS) credits. To cover the academic debt of the students during the academic year, the dean's office can assign 15 credits above the 60 credits of a program.

The panel noted that the master's educational program ensures transparent procedures for thesis defense and evaluation, based on a collegial review conducted by a committee. The defense of the master's thesis is public, with the date published in advance on the university website and information boards. Stylistic and structural requirements for the thesis are outlined in the master's program regulations. The student presents a short report to the committee, which reflects the main objectives, tasks, relevance, hypothesis, summary, and the results obtained from the research. Following the presentation, a discussion occurs with the student regarding the results of the research. Committee members receive a special evaluation form to document their scores based on the criteria outlined in the syllabus, which the student knows in advance. The Quality Assurance Coordinator compiles the evaluations made by the committee members.

For the research component of the Master educational program in case of the assessment considered under Article 1 (b.a), Master's Program student is authorized to submit the updated research component next semester, though, in case of the assessment considered under the same article (b.b.), Master's program student loses the right to submit the same research component.

In addition, the panel noted that in assessing students, the university employs mechanisms related to academic and research ethics, academic integrity, and plagiarism prevention, detection, and response. Administrative measures for addressing plagiarism are outlined in the university's standards for scientific and research activities. These standards also specify the academic style requirements for the completion of works, which are communicated to students in advance, including by their scientific supervisors, and are taken into account during the evaluation of students' work. The university actively promotes awareness of plagiarism.

However, the panel noted that some of the students were not fully familiar with the information presented in the syllabi regarding the evaluation criteria included in the syllabus of a specific subject and the mechanism of appeal of points; also, they had a general understanding of plagiarism, but some of them found it difficult to formulate clear answers on questions regarding the Turnitin. That is why the university should ensure the effective delivery of information to students; this is confirmed by a site visit and panel interviews. Thus, the panel suggests that the university should increase awareness of grade-appealing mechanisms.

Evidences/Indicators

- The SER
- The Educational Programs Grouped in a Cluster and syllabi;
- Regulations on Student Status and the Educational Process
- Rules for Conducting an Exam
- Regulation on Master's Studies

- Instructions of Development a Bachelor Project and Master’s Thesis
- Regulation on Plagiarism
- Defended MBA Theses
- Site visit and Interview Results
- The University website www.sjuni.edu.ge

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

2.4. It is suggested that the university should increase awareness of grade appealing mechanisms as well as plagiarism.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

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 (Public Administration, (180ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, (24o ECTS0, Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, (180 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, (180ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, (24o ECTS0, Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, (180 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centred 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

Cluster evaluation

During the visit to Samtskhe-Javakheti University, the expert team had a chance to meet different stakeholders of the university. Students have a chance to use consultancy hours whenever they need. They can communicate with the lecturers at any time through phone or social media. Lecturers also have indicated specific times and rooms in their syllabi.

Students are sent questionnaires about different issues. One of them is a questionnaire which helps them to evaluate the course they study and the lecturer. They can also provide them with feedback.

Questionnaires are sent to them once every semester. The quality assurance office gathers the data and shares it with the lecturers.

Students are informed about the procedures of appealing as well. They know who to address when they have a problem with the lecturer or the exam results but as the students mentioned they have never had a similar problem so far.

Students use a student portal where they have access to the exam dates and results, timetable, subjects, and materials that are uploaded by lecturers.

Students use their university mail to access the online library and use online materials, but it should be mentioned that students are not aware of the international sources that their library offers them and do not use these sources in their research projects and conferences.

Students are informed about the conferences and different projects by lecturers and/or they can also see the information on the university web and social page. University also holds meetings with potential employers where students have a chance to see the details about the jobs and listen to the requirements that employers have. The university keeps in contact with alumni too. They inform them about job opportunities and different events.

Evidences/Indicators

- Interview with students
- Interview with lecturers
- Self-Evaluation Report
- Questionnaires by Quality Assurance center
- Syllabi

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (Public Administration, (180ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, (240 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, (180 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

- Within master's and doctoral programmes, the ratio of students and supervisors enables them 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

Students at Samtskhe-Javakheti State University have a chance to choose the topic for their thesis on their own and lecturers also offer them some topics that they can choose from. If students choose a different topic which is not on the list, this topic should be discussed by the council and approved and only after that students can work on their thesis. Students are free to choose the supervisor they want but the condition is that this lecturer should be experienced in this field to supervise the student.

During the meeting with the students and alumni, they mentioned that they had active meetings and consultations with the supervisors during the working process and they received adequate support from them.

Students cover subjects that help them to be aware of the citation and referencing rules and besides this, they also have some training and workshops where they receive information about how to cite sources correctly, what is plagiarism and how to avoid it and how to write references.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme 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;

Data related to the supervision of master's/doctoral students	
Programme 1 (name, level)⁷	
Number of master's theses supervisors	9
Number of master's students	25
Ratio - supervisors of master's theses/master's students	0,36

Evidences/Indicators

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

- Interview with students
- Interview with lectures/ Head of programs
- Interview with alumni
- SER
- Syllabi
- Samples of MA Thesis
- Guidelines for writing MA Thesis

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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 (Public Administration, (180ECTS), Bachelor, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, (24o ECTS0, Bachelor, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, (180 ECTS), Bachelor, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, (180 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, (240 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, (180 ECTS), Bachelor, 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, (120 ECTS), Master, 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons who have the necessary competences to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensure 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 the necessary knowledge and experience required for programme elaboration, and also the appropriate competencies 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.

Students enrolled in the cluster educational programs receive support from enough qualified academic and guest staff, as well as administrative and program support personnel. The academic and guest staff involved in these programmes possess the necessary competencies to achieve the required learning outcomes, as evidenced by their qualifications, published works, and relevant work experience.

The ratio of academic personnel to enrolled students is appropriate. Academic staff responsibilities extend beyond teaching and research; they also participate in program design and development, student consultation and support, and other activities outlined by the program, in line with university policies and faculty agreements.

Program heads, along with faculty and university quality assurance services, organize the program's evaluation and development processes.

The academic personnel's numbers contribute to the sustainability of the programmes. The faculty maintains a workload scheme that appropriately allocates responsibilities related to research and other functions. This scheme adheres to university regulations governing staff performance and staffing policies. An evaluation mechanism is in place to assess the annual research and educational performance of academic staff, following the Personnel Evaluation Rule.

In addition to academic personnel, administrative and program support staff are in place to ensure the efficient execution of the educational process. Over the past three years, salaries have increased by 10%, with a 15% increase in the last year. The program head and co-head also received salary increases and the mandatory workload for academic staff was reduced in 2022, leading to an increased hourly rate.

The university provides students with an adequate number of competent administrative and program support staff, as confirmed by the annual student satisfaction survey results.

Description and Analysis - Programme 1 (Bachelor Educational Program of Public Administration - 180 ECTS)

The Bachelor programme in Public Administration is implemented by 32 affiliated academic personnel, including 7 Professors, 25 Associate Professors, and 13 guest specialists.

The staff implementing the program possesses the necessary competencies and practical experience to achieve the desired learning outcomes. Academic and guest lecturers deliver lectures in their respective fields, have published scientific works, and continually enhance their qualifications through internships and training programs. They actively participate in various national and international educational and scientific projects given the specific needs and advancements in the sector. Additionally, academic and guest personnel contribute to consultation and program development, as well as participating in various program-related events.

The head of the programme is Associate Professor possessing proper knowledge and experience, relevant competencies in the program field, and is very actively involved in the implementation of the program. He has been publishing scientific works and monographs intensively, next to attending different professional trainings and seminars.

The head of the programme also ensured that the recommendation given by the previous accreditation panel regarding increasing the number of staff with the PhD Degree in public administration was fulfilled. Therefore, the programme is strengthened in this direction.

Programme 1 (Bachelor Educational Program of Public Administration - 180 ECTS)⁸

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

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁹	Including the staff holding PhD degree in the sectoral direction ¹⁰	Among them, the affiliated academic staff
Total number of academic staff	32	14	28	17
- Professor	7	5	5	7
- Associate Professor	25	5	15	10
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	11	4	8	-
Scientific Staff	-	-	-	-

Description and Analysis - Programme 2 (Bachelor Educational Program of Public Administration - 240 ECTS)

Bachelor Programme in Public Administration (240 ECTS) has the same implementing team as the Bachelor Programme in Public Administration (180 ECTS), namely: it is implemented by 32 affiliated academic personnel, including 7 Professors, 25 Associate Professors, and 13 guest specialists. Staff members are qualified, which is proven based on their academic degrees as well as sectoral experiences in the field.

The program is implemented by a staff that has demonstrated the necessary competencies and practical experience to achieve the desired learning outcomes. Academic and guest lecturers provide instruction in their fields, have published scientific research, and regularly enhance their qualifications through internships and training opportunities. They are also actively involved in various national and international educational and scientific initiatives. Academic staff members engage in scientific research, and contribute to published works, ensuring they meet the sector's evolving demands. Furthermore, academic and guest personnel play a role in consultation, programme development, and participation in various events related to the program.

The head of the program is an Associate Professor with extensive knowledge and experience, as well as relevant competencies in the field. He is highly engaged in the programme's implementation and has actively published numerous scientific works and monographs, while also participating in various professional trainings and seminars.

⁹ Staff implementing the relevant components of the main field of study

¹⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

Additionally, he has ensured that the previous accreditation panel's recommendation to increase the number of staff with PhD degrees in public administration has been met, thereby enhancing the program in this area.

Programme 2 (Bachelor Educational Program of Public Administration - 240 ECTS)¹¹				
Number of staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹²	Including the staff holding PhD degree in the sectoral direction¹³	Among them, the affiliated academic staff
Total number of academic staff	32	14	28	17
- Professor	7	5	5	7
- Associate Professor	25	5	15	10
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	11	4	8	-
Scientific Staff	-	-	-	-

Description and Analysis - Programme 3 (Bachelor Educational Program of Business Administration - 180 ECTS)

The programme is implemented by 18 Affiliated academic staff members, including 8 professors, 8 associated professors, 1 guest professor, and 6 guest specialists.

The staff responsible for implementing the program possesses proven competencies and practical experience essential for achieving the desired learning outcomes. Academic and guest lecturers have been delivering lectures in their respective fields, have published scientific works, and regularly enhance their qualifications through internships and training programs. They are also engaged in various national and international educational and scientific projects.

Considering the specific needs and developments in the sector, the academic staff is equipped with current knowledge, actively participates in scientific research, and publishes their findings. Academic and guest

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

¹² Staff implementing the relevant components of the main field of study

¹³ Staff with relevant doctoral degrees implementing the components of the main field of study

personnel are involved in the consultation and program development process, as well as participating in various program-related events.

The program head is a Doctor of Economics and Professor and has the necessary knowledge and experience for program development. He possesses relevant competencies in the field and is actively involved in the program's implementation. He has published over 30 scientific papers and participates in professional training, seminars, and projects. Since March 7, 2017, he has been a registered auditor with the Accountancy, Reporting, and Audit Service. Additionally, since December 13, 2010, he has served as a certified auditor for the audit board of the Parliament of Georgia.

Programme 3 (Bachelor Educational Program of Business Administration - 180 ECTS)¹⁴				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁵	Including the staff holding PhD degree in the sectoral direction¹⁶	Among them, the affiliated academic staff
Total number of academic staff	16	19	18	16
- Professor	8	6	6	8
- Associate Professor	8	8	8	8
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	7	5	4	-
Scientific Staff	-	-	-	-

Description and Analysis - Programme 4 (Master Educational Program of Business Administration - 120 ECTS)

The programme is implemented by 9 Affiliated academic personnel, including 4 professors, 5 associated professors, 1 assistant professor, 1 guest professor, and 4 guest specialists.

The staff implementing the program possess demonstrated competencies and practical experience necessary for achieving the intended learning outcomes. Academic and guest lecturers, all of whom hold

¹⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁵ Staff implementing the relevant components of the main field of study

¹⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

doctoral degrees in their fields, have been delivering lectures, publishing research, and continuously enhancing their qualifications through internships and training programs. They are also actively engaged in various national and international educational and scientific projects.

In the light of the sector's specific needs and advancements, academic staff participates in scientific research and contributes to publications. Moreover, academic and guest personnel are involved in the consultation and program development processes, as well as participating in various events related to the program.

The head of the Business Administration Master's Program (MBA) is Professor. Since 2012 She has managed, researched, and received training in nine international projects, including TEMPUS and Erasmus+ initiatives funded by the EU. Currently, she leads the ongoing institutional development project ETHICS-Erasmus+ (2023-2027). Since 2021, she has served as a senior researcher at the Technical University Research Institute of Georgia, focusing on agrarian management and the development of informational and analytical systems. Over the past decade, she has published 71 scientific papers, including 9 articles, 4 readers, and co-authored one manual. She has attended 53 scientific conferences and forums, with 24 in the last ten years. Additionally, she has been project manager and director for 12 international projects in this timeframe and has participated in 53 professional trainings and workshops, including 21 in the last decade. She has received two international scholarships from the US and Israeli governments:

- **Cochran Fellowship Program;** USA, Colorado, Fort Collins; May 6-20, 2017
- **MASHAV Internship Program;** Modern Agricultural Technologies, Israel, MASHAV; January 29 - February 16, 2017.

Programme 4 (Master Educational Program of Business Administration - 120 ECTS) ¹⁷				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁸	Including the staff holding PhD degree in the sectoral direction ¹⁹	Among them, the affiliated academic staff
Total number of academic staff	10	14	12	10
- Professor	4	4	4	4
- Associate Professor	5	4	4	5
- Assistant-Professor	1	1	-	1
- Assistant	-	-	-	-

¹⁷ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁸ Staff implementing the relevant components of the main field of study

¹⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	5	5	4	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- CVs of personnel
- Interviews conducted during accreditation visit
- Self-evaluation report

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

The university has created guidelines for producing a Master's Thesis, detailing the roles and responsibilities of the supervisor. This document includes information on the topic of the Master's Thesis and the corresponding supervisor. According to these guidelines, the head or co-head of the Master's Thesis must be an academic staff member or guest lecturer from the faculty with relevant research experience and publications. If necessary, a student may have a co-supervisor when the Master's topic spans multiple fields or sub-fields.

The qualifications of the program's academic and invited personnel, along with their research experience, align closely with the topics of the Master's papers. The program focuses on appointing qualified supervisors while ensuring that students are given adequate consideration. Additionally, each supervisor is limited to overseeing no more than five active students (altogether) working on their Dissertations, not depending on whether it will be a master's Thesis or a Doctoral Dissertation.

The university's guidelines for Master's paper preparation involve two mechanisms:

1. At the end of the second semester, the program head presents potential master's thesis topics related to the research areas of the involved staff. This list is submitted to the faculty's quality assurance service, which verifies that the topics do not overlap with those of Master's papers from the past five years. Once approved, the list is sent to students, who then refine their interests in a consultation meeting. Subsequently, students submit a statement to select their Master's paper topic, and a supervisor is assigned.
2. Alternatively, a student can propose their research topic, negotiating the theme and supervisor with the program head. In this case, the student may choose a supervisor based on the supervisor's expertise in the relevant area.

In both scenarios, significant emphasis is placed on the scientific research experience of the supervisor.

Programme 4 (Master Educational Program of Business Administration - 120 ECTS)²⁰			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ²¹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	12	10
- Professor	4	4	4
- Associate Professor	5	4	5
- Assistant-Professor	1	-	1
Invited Staff	5	4	-
Scientific Staff	-	-	-

Evidences/Indicators

- The duties and responsibilities of the program head, a supervisor of the Master and Doctoral Program students and administrative personnel
- The regulatory documents of dissertation board formation and performance
- The instruction of Master project/paper development
- Self-evaluation report
- Interviews conducted during the accreditation process

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

²⁰ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²¹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

LEPL Samtskhe-Javakheti State University regularly evaluates the performance of academic and guest personnel involved in the cluster programmes, supporting scientific and research activities. Faculty members are required to engage in research as a key component of their roles, with the aim of integrating their findings into the educational process.

To facilitate this, the university has developed a research activity concept that outlines planning, evaluation metrics, and a workload scheme. This scheme specifies the mandatory portion of research activities for academic staff and details various scientific activities, assigning specific hours to each. Faculty must publish one research paper in an impact-factor journal every two years.

Academic staff can choose from the following activities:

- Implementation of the educational program's scientific component.
- Participation in scientific research projects.
- Attendance at conferences, forums, symposia, or congresses.
- Editorial roles and scientific consultation or public engagement.

Annual self-assessment reports evaluate academic performance based on compulsory and optional scientific activities, as outlined in the university's research concept and evaluation rules. The quality assurance service compiles these evaluations, preparing a report on the university's scientific productivity, which is shared with the rector, academic council, and relevant departments.

The university promotes sharing and recognizing effective research practices, creating favorable conditions for exceptional faculty in the international arena and enhancing research quality. To establish an effective research support system, a survey was conducted to assess academic staff satisfaction with research support services.

Financial planning for research considers funding and co-funding procedures, with sources including a) University budget allocations for research development. b) Grants awarded to the university. c) External funding.

This financial support can fully fund research projects or provide co-funding. To boost participation in international and local research, the university has established financial support mechanisms for faculty and students, as outlined in university regulations.

Additionally, competition regulations for intra-university grant projects have been developed. Creating an environment for collaboration between experienced and novice faculty is essential. Key steps include:

1. Limiting faculty overtime to create “free hours” for young professionals to engage in teaching.
2. Inviting foreign professors.
3. Enhancing staff evaluation systems to support professional development.
4. Continuing training on teaching methods, both before and after the pandemic.
5. Increasing salaries by up to 20%.
6. Providing benefits to program heads and co-heads.

As regards fostering the academic and research development of the staff members, SJSU is very active in this direction as well. Some examples of the activities undertaken by the University are as follows:

On April 4, 2024, a training session titled "Modern Assessment Methods" took place at Samtskhe-Javakheti State University, focusing on student-centred approaches and contemporary assessment techniques.

On March 6, 2024, a working meeting was conducted for Master's and PhD students from the faculties of Business Administration, Engineering, and Agrarian and Natural Sciences, centering on the preparation of scientific papers.

On April 3, 2024, separate training sessions were held for academic and guest staff as well as Master's and Doctoral students.

To attract new talent and encourage the active participation of young researchers, the "Horizon Europe" Grant Office was established at SJSU in February 2022, under the patronage of the Ministry of Education and Science. Its goal is to support the involvement of young individuals and academic staff in scientific research and international grant competitions.

SJSU academic staff, guest personnel, and PhD students participated in various webinars, networking events, and boot camps, including the "Horizon Europe Proposal Writing Camp," and attended the EU-Georgia Conference on "Georgia's Full Engagement with Horizon Europe." Notable events included:

- Workshop on proposal budget preparation and financial reporting
- COST Info Day: Georgia's COST Full Membership – New Opportunities for Georgian Researchers
- Meetings on ERC Synergy Grants and Starting Grants
- Information sessions on Widening Calls for Applications, including:
 - Hop-On facility
 - Excellence Hubs
 - Twinning
 - European Excellence Initiative
 - Teaming
 - Era Fellowships
 - Era Talents

On March 6-7, 2023, training for academic staff on educational technology and platforms was provided as part of the DITECH Erasmus+ project. On March 18, 2024, a workshop on academic integrity, AI, and research integrity policy—covering challenges and international experience—was held under the EU-funded ETHICS Erasmus+ project. With support from the INTEGRITY Erasmus+ project, the plagiarism detection software Turnitin was integrated into Moodle, and staff received regular training on its use. Through the Erasmus+ mobility scheme, SJSU lecturers frequently visit European partner universities. One such visit occurred at Lodz University in Poland from April 3-7, 2023. Finally, on June 17, 2024, the international conference “Science for the Common Intellectual Space” was held at Samtskhe-Javakheti State University as part of the scientific week.

Evidences/Indicators

- Quality assurance mechanisms
- Self-Evaluation Report
- Interviews conducted during accreditation visit
- Information on the webpage of SJSU

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

The university ensures that the learning outcomes for programs in the Management and Administration cluster (0413) are achieved through adequate infrastructure and equipment. This includes access to ICT, the Internet, reading rooms, group workspaces, and computerized resource centers.

The university library maintains a regularly updated collection of books, providing access to the latest sector trends to support learning outcomes and research activities. Information about new acquisitions is shared on the website and social media. In collaboration with the faculties, the library ensures that literature relevant to educational programs is accessible, offering both printed and electronic "Readers." Printed materials are available in reading rooms, while electronic versions can be accessed via university email. Copyright is fully protected for these resources, which are organized according to library standards.

The library offers training sessions on using scientific databases and library services, including workshops led by international experts. The library's collection includes essential literature in both Georgian and foreign languages, available in reading rooms across the university.

Equipped with modern facilities, the scientific library has three reading halls featuring computers with internet access. Users can utilize photocopiers, printers, and scanners. Membership is managed electronically through Openbiblio, allowing students to maintain their membership across degree programs.

Since 2019, the university has partnered with the Shota Rustaveli National Science Foundation, gaining free access to Elsevier's Scopus and ScienceDirect databases, which provide access to a vast array of scientific literature.

The library is also a member of Georgia's integrated informational network, granting access to numerous e-resources such as Cambridge Journals Online and SAGE Journals. It facilitates free or discounted publishing in various academic journals. Additionally, the university's scientific library houses a branch of the national scientific library, offering access to big number of books and electronic resources. This collaboration enhances research productivity.

The library, in conjunction with quality assurance services, regularly monitors the relevance of literature in course syllabi, ensuring that the collection is updated to reflect current academic needs. New literature is acquired as needed, with electronic versions printed if necessary.

Classrooms are equipped with modern technology, including smart boards and projectors, alongside reliable internet access. Resources for program implementation include computers, e-learning tools like Moodle, and integrated plagiarism detection via Turnitin. Overall, the university's infrastructure and resources fully support program requirements.

Evidences/Indicators

- Facility Observation
- Library Infrastructure and resources
- University Web-Page

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

The Programmes submitted under the cluster are financially sustainable, the budget allocated to them reflects the needs of their proper implementation. In calculating the program costs, the following components are considered:

- Remuneration for academic staff involved in the program.
- Remuneration for faculty administration personnel.
- Payment for supervisors of qualification papers.

- Co-funding for academic and guest personnel, as well as students, to publish their research in recognized international journals.
- Travel expenses for academic and guest staff, and students attending conferences, forums, training, and other activities.
- Costs related to student and staff conferences, including co-funding for publishing scientific works, educational manuals, and monographs.
- Expenses for enhancing material and technical resources.
- Provisions for unexpected costs.

The increase in library books is funded through the university's general budget, ensuring that the necessary literature for the program is available.

The Professional development of academic staff is funded by the university finances which amongst others includes their participation in scientific events. Additionally, the university regularly announces internal development competitions, managed by the faculty administration. The university also covers costs associated with the presentation and publication of research results.

Description and Analysis - Programme 1 (Bachelor Educational Program of Public Administration - 180 ECTS)

The total budget of the programme is 652,500.00 GEL, while expenses are equal to around 244,000.00 GEL. The budget foresees remuneration for academic and invited personnel, funds for research activities, programme development costs, costs for administration, etc.

Description and Analysis - Programme 2 (Bachelor Educational Program of Public Administration - 240 ECTS)

The total budget of the programme is 720,000.00 GEL, while expenses are equal to around 244,000.00 GEL. The budget foresees remuneration for academic and invited personnel, funds for research activities, programme development costs, costs for administration, etc.

Description and Analysis - Programme 3 (Bachelor Educational Program of Business Administration - 180 ECTS)

The total budget of the programme is 135,000.00 GEL, while expenses are equal to around 124,000.00 GEL. The budget foresees remuneration for academic and invited personnel, bonus payments for successful lecturers, funds for research activities, programme development costs, costs for administration, etc.

Description and Analysis - Programme 4 (Master Educational Program of Business Administration - 120 ECTS)

The total budget of the programme is 56,000.00 GEL, while expenses are calculated to reach around 63,000.00 GEL foreseeing remuneration for academic and invited personnel, bonus payments for successful lecturers, funds for the research activities, programme development costs, costs for administration, etc. When such a need arises the costs above the allocated budget will be covered by the central university financial resources.

Evidences/Indicators

Budgets of the programmes

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 (Bachelor Educational Program of Public Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Master Educational Program of Business Administration, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

The University uses internal quality assurance mechanisms that ensure continuous evaluation of the University's activities and available resources. The system functions in the context of the mission, policy, legal, and other obligations of the University. All the units of the university are involved in the implementation of the university quality assurance internal mechanism, to monitor the progress of achievement of the specific objective defined by the university strategic plan and action plan, the university quality assurance service cooperates with different levels of governance of the University: academic board, a rector, representative board, the head of administration, university administration and program support structures.

The quality assurance service of the faculties periodically held informational and consultative meetings with the faculty staff to discuss the requirements of the authorization and accreditation processes, and Georgian regulations of higher education. It also discussed the measures to be taken for the introduction of recommendations developed within the self-evaluation process of the program. The Quality Assurance Office of the faculties supported and monitored the ongoing educational and scientific research process at the faculties.

According to the interviews with representatives of the university administration, academic personnel, students, graduates, and an employer, also according to the self-evaluation report presented by the University, a special working group was created to conduct the self-evaluation of the educational programs grouped in cluster. The program heads and university and faculty quality assurance service heads coordinated the self-assessment team of the educational programs grouped under the cluster. The program directors were the leaders of the working group, members of the working group were academic personnel, representatives of the administration and the Faculties' Quality Assurance Service, students, graduates, and employers. The tasks were assigned to each member of the group. According to the standards, the work to be performed was distributed among the members of the self-assessment group.

The members of the self-assessment group met systematically at work meetings to clarify and analyze the information. The self-assessment report, the program, and the attached documentation were reviewed by the quality assurance service of the faculty for approval by the faculties' councils and submission to the quality assurance service of the University. The Quality Assurance Service of the University and the faculty provided consultation and assistance to the group members during the preparation of the self-assessment report and the attached documentation.

The quality assurance system is implemented in accordance with the principle of continuous improvement cycle - PDCA (planning-doing-checking-acting). The quality assurance system describes all the elements involved in the quality improvement process of the university. It is an integral part of the university management process: planning, organizing, and monitoring. The system operates in the context of the University's mission, policies, legal and other obligations, and is based on the basic principles and standards that guide the university in its functioning.

Following the evaluation system and monitoring results response mechanism, the University Quality Assurance office sends received results to the respective structural units of the University, which define

the areas to be improved and the strategy. The survey results and responses are reflected in the reports of the respective structural units and are presented to the decision-making entities. The changes are implemented based on the decisions made. They are assessed following the planned activities and discussed evaluation methods and PDCA cycle starts again to ensure quality.

The quality assurance service of the faculties uses the following evaluation system in the context of internal quality evaluation: Educational Program Evaluation System; Educational Process Evaluation System; Staff Evaluation System; Programme Development Procedures. Through this mechanism of the development of the program, an analysis was carried out, including an analysis of the opinions and attitudes of stakeholders (employers, academic staff, students, and graduates).

In General, the quality assurance service is engaged in consulting activities for the faculty to implement educational activities following the standards established by the legislation. The Quality Assurance department collaborates closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process, the university adopted the regulations for using electronic services of the University to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the moment of the accreditation expert group visit no distance/hybrid study processes were in place. The university plans to implement a distance/hybrid study process in the near future according to the current Georgian legislation.

Evidences/Indicators

- o Educational program and syllabi
- o Website of the quality assurance service of the University
- o Document of Quality assurance system of the University
- o Document of Quality assurance mechanisms of the University
- o Documents of internal and external evaluations of the programs
- o Methodology of planning, elaboration, and development of higher educational programs
- o Methodology for students' body planning per program
- o Methodology for defining the number of academic/research/invited and administrative/support personnel per educational program
- o Methodology to conduct, monitor, and evaluate the electronic/distance learning process
- o Guide for teaching/learning methods
- o Program learning outcomes evaluation mechanism
- o The instruction of the educational program design and compulsory form of program submission
- o Action plan of the University (2022-2024)
- o Information about the quantitative data of educational programs
- o Annual reports of the University Quality Assurance Office
- o Results of Monitoring of students' academic achievements/performance
- o Satisfaction surveys of students, graduates, employers, academics, and invited personnel
- o Labor market analysis documents
- o The rule of evaluation of scientific research activity
- o The rule of Evaluation of personnel's activities

- o Regulations for study process and examination
- o Minutes of the meeting of the self-evaluation team
- o Minutes of the faculties' councils
- o Document of comparison/benchmarking with similar programs of foreign universities for Master's educational program "Business Administration"
- o Document of comparison/benchmarking with similar programs of local universities for educational programs
- o External evaluation of the Master's program in Business Administration by the foreign expert (Institute for Management Research, Warsaw, Poland)
- o External evaluation of the Master's program in Business Administration by a local expert (Batumi Shota Rustaveli State University, Batumi, Georgia)
- o External evaluation of Bachelor's program in Business Administration by a foreign expert (Management department at Collegium Civitas, Warsaw, Poland)
- o External evaluation of Bachelor's program in Public Administration (180 ECTS) by a local expert (International Caucasus University, Tbilisi, Georgia)
- o The questionnaires of the quality assurance service of the University
- o Results of the evaluation of the research component
- o Results of academic staff evaluation
- o Samples and results of students' semester surveys of evaluation of study courses and lecturers
- o Samples and results of doctoral and master students' surveys evaluating scientific supervision and research component
- o Results of interviews with representatives of university/faculty administration, head of program, academic staff, employers, alumni and students
- o Academic and invited staff teaching evaluation results using classroom observation methodology
- o Minutes of the classroom observation
- o Self-evaluation report provided by the University.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes (if any):

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, Master's Program, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

The external mechanisms for the evaluation of the quality of the educational process are authorization and accreditation processes according to 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".

The University periodically submits information about each educational programme to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report following the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme. For example, in "Public Administration" Bachelor's programmes team considered the following recommendation of the previous accreditation panel „4.1 Correspondence in the public administration: writing letters, different administrative documents: drawing up report, strategy, action plan, needs analysis, policy documents preparation of the normative acts like orders and resolutions. The respective law shall be studied for the development of the policy documents.” After taking into consideration the above-mentioned recommendation Bachelor Programs in Public Administration include the study course “Administrative and Legal Acts” which is included in the optional educational course of the major field of study. The course is given 3 credits among the major field of study relevant compulsory educational courses.

All programmes grouped in the cluster were evaluated by local/foreign experts from the Institutions of Higher Education/Research Centers and field experts/top managers from the industry. In addition, the educational programme has been compared with the National Sectoral Characteristics/Benchmark document of business administration and public administration.

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

Evidences/Indicators

- o Educational programmes and syllabi
- o Internal and external evaluation mechanisms for quality assurance
- o Job market analysis

- o External evaluations of educational programmes by local/foreign experts from partner institutions of higher education/research institutions/industry professionals
- o Results of surveys of students, graduates, personnel, and employers
- o Site-visit interviews
- o Self-evaluation report submitted by the University.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes (if any):

Programme 1 (Bachelor Educational Program of Public Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Bachelor Educational Program of Public Administration, 240 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Bachelor Educational Program of Business Administration, 180 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Master Educational Program of Business Administration, 120 ECTS)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (Public Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, Master's Program, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

Program monitoring and periodic evaluation are conducted by the quality assurance service of the University and the faculties. The process of monitoring and evaluating the quality of educational programs involves all parties. Periodic evaluation is carried out by systematic collection, processing, and analysis of information with the participation of academic, administrative, and support staff, students, graduates, employers, and other interested parties. Based on the analysis of the evaluation results, the program is modified. Academic and invited staff, employers, specialized specialists, industry professionals, students, and graduates were involved in the evaluation process. Evaluations were carried out both at meetings and through questionnaires. To evaluate the program, the information received was processed and analyzed. The self-assessment groups of the educational programs participated in assessing the quality of the educational programs and in the process of preparing for accreditation.

The self-assessment group for the evaluation of educational programs was created. The group consisted of all interested parties. The Quality Assurance Service in collaboration with the self-assessment group assessed the educational process and discussed it with the broader audience of interested parties. Evaluation of educational programs conducted by the Quality Assurance service and self-assessment group

included: evaluation of the norms established for the development of the educational program including periodic evaluations (internal, external) of the program structure, content, teaching/learning and assessment methods; evaluation of learning outcomes, internationalization of the program, professional development of the staff implementing the program, existing demand for the program, employment rate of graduates of the program, student services, compatibility of the program with labor market requirements, comparison of the program with analog programs of local and foreign universities; evaluation of competitiveness of the program, financial and academic sustainability and the necessary resources for the successful implementation of the program.

The Quality Assurance Service periodically evaluates the performance of academic and invited staff as well as administrative staff. It conducts satisfaction surveys of students, graduates, and academics and invited staff and employers. At the end of each core study course, students anonymously evaluate (through questionnaires) the instructor and study course. The university conducts the evaluation of the research component of master and doctoral programs as well as analyzes the results of surveys of master and doctoral students in this regard.

The University also analyzes the opinions and recommendations of specialists in the field and considers them in the process of the modification of educational programs. It should be noted that the analytical documents of comparison of the existing programmes with similar programmes of foreign universities were not presented (**except for the master's program "Business Administration"**). Although during the site-visit interviews academic personnel mentioned that foreign universities' experience and analogical programs were considered during the process of modification/development of the educational programs grouped in the cluster. **It is recommended that educational programs (except the master's program "Business Administration") be compared with similar programmes of foreign universities to bring the programme in compliance with modern requirements and to integrate the best international practices.**

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

As part of monitoring and evaluation of the program, the institution also evaluates the content of the educational programs and study courses. In some cases, the evaluation system in individual courses is challenging, for example, the evaluation of group projects in the study courses. Through the syllabus and during the site-visit interview, it was revealed that the students could submit a group project. It is not written in the syllabus, and the answer of the personnel was also vague, about how the individual contribution of the student is determined. In some study courses, outdated textbooks are used (for example "project management" course from the master's program in Business Administration uses the textbook published in 2009 as a compulsory literature). The syllabus for bachelor thesis goals and learning outcomes describes the goals and learning outcomes of study courses in finance.

The university should take care to improve the quality of the master's and bachelor's thesis development and defense process. Almost none of the master's theses used a bibliography that followed the Chicago standard (set by the institution itself). There was no uniform citation style. One of the master's theses presented to the expert group used a total of 15 literature (5 of them were published before 2010), and some master's and bachelor's theses used outdated literature.

It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in compulsory literature, teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process, etc.

As part of monitoring and evaluation of the program, the institution also evaluates the achievement of the set goals of the program and the learning outcomes of the program. The quality assurance service has developed a mechanism for evaluating the learning outcomes of the program and presented a document for evaluating the learning outcomes of the educational program. However, it should be noted that the final evaluation of the study course is provided as a direct method of evaluating the specific result of the educational program, which is not recommended according to the guidelines for the evaluation of accreditation standards developed by the National Center for Education Quality Enhancement. (<https://eqe.ge/res/docs/%E1%83%A1%E1%83%90%E1%83%AE%E1%83%94%E1%83%9A%E1%83%9B%E1%83%AB%E1%83%A6%E1%83%95%E1%83%90%E1%83%9C%E1%83%94%E1%83%9A%E1%83%9D%E1%83%93%E1%83%90%E1%83%9B%E1%83%A2%E1%83%99%E1%83%98%E1%83%AA%E1%83%94%E1%83%91%E1%83%A3%E1%83%9A%E1%83%98.pdf>).

It is recommended that the quality assurance service, within the framework of periodic monitoring of the program, as a direct assessment of the achievement of the learning outcomes of the program, use the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the given specific learning outcome.

Evidences/Indicators

- o Educational program and syllabi
- o Website of the quality assurance service of the University
- o Document of Quality assurance system of the University
- o Document of Quality assurance mechanisms of the University
- o Documents of internal and external evaluations of the programs
- o Methodology of planning, elaboration, and development of higher educational programs
- o Methodology for students' body planning per program
- o Methodology for defining the number of academic/research/invited and administrative/support personnel per educational program
- o Methodology to conduct, monitor, and evaluate the electronic/distance learning process
- o Guide for teaching/learning methods
- o Program learning outcomes evaluation mechanism

- o The instruction of the educational program design and compulsory form of program submission
- o Action plan of the University (2022-2024)
- o Information about the quantitative data of educational programs
- o Annual reports of the University Quality Assurance Office
- o Results of Monitoring of students' academic achievements/performance
- o Satisfaction surveys of students, graduates, employers, academics and invited personnel
- o Labor market analysis documents
- o The rule of evaluation of scientific research activity
- o The rule of Evaluation of personnel's activities
- o Regulations for study process and examination
- o Minutes of the meeting of the self-evaluation team
- o Minutes of the faculties' councils
- o Document of comparison/benchmarking with similar programs of foreign universities for Master's educational program "Business Administration"
- o Document of comparison/benchmarking with similar programs of local universities for educational programs
- o External evaluation of the Master's program in Business Administration by the foreign expert (Institute for Management Research, Warsaw, Poland)
- o External evaluation of the Master's program in Business Administration by a local expert (Batumi Shota Rustaveli State University, Batumi, Georgia)
- o External evaluation of Bachelor's program in Business Administration by the foreign expert (Management department at Collegium Civitas, Warsaw, Poland)
- o External evaluation of Bachelor's program in Public Administration (180 ECTS) by a local expert (International Caucasus University, Tbilisi, Georgia)
- o The questionnaires of the quality assurance service of the University
- o Results of the evaluation of the research component
- o Results of academic staff evaluation
- o Samples and results of students' semester surveys of evaluation of study courses and lecturers
- o Samples and results of doctoral and master students' surveys evaluating scientific supervision and research component
- o Results of interviews with representatives of university/faculty administration, head of program, academic staff, employers, alumni and students
- o Academic and invited staff teaching evaluation results using classroom observation methodology
- o Minutes of the classroom observation
- o Self-evaluation report provided by the University.

General recommendations of the cluster:

- It is recommended that within the framework of periodic monitoring of the educational programs when evaluating the content of the programs and study courses, the University should detect and prevent inaccuracies in compulsory literature, teaching/learning methods as well as in assessment methods, assessment rubrics, master and bachelor theses development process and etc.

- It is recommended that the quality assurance service, within the framework of periodic monitoring of the program, as a direct assessment of the achievement of the learning outcomes of the program, use the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the given specific learning outcome.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Recommendation(s):

Programme 1 ((Public Administration, Bachelor’s Program, 180 ECTS))

- It is recommended that the Bachelor’s Program in Public Administration, 180 ECTS) be compared with similar programmes of foreign universities to bring the programme in compliance with the modern requirements and to integrate the best international practices.

Programme 2 (Public Administration, Bachelor’s Program, 240 ECTS)

- It is recommended that the Bachelor’s Program in Public Administration, 240 ECTS be compared with similar programmes of foreign universities to bring the programme in compliance with the modern requirements and to integrate the best international practices.

Programme 3 (Business Administration, Bachelor’s Program, 180 ECTS)

- It is recommended that the Bachelor’s Program in Business Administration, 180 ECTS be compared with similar programmes of foreign universities to bring the programme in compliance with the modern requirements and to integrate the best international practices.

Evaluation

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

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 (Public Administration, Bachelor's Program, 180 ECTS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, Master's Program, 120 ECTS)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Business Administration, Master's Program, 120 ECTS)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LEPL Samtskhe-Javakheti State University

Name of Higher Educational Programmes, Levels:

Bachelor Educational Program of Public Administration (180 ECTS)
 Bachelor Educational Program of Public Administration (240 ECTS)
 Bachelor Educational Program of Business Administration (180 ECTS)
 Master Educational Program of Business Administration (120 ECTS)

Compliance of the programmes with the standards

<div style="text-align: right;">Contents</div> <div style="text-align: left;">Standard</div>	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Public Administration, Bachelor's Program, 180 ECTS)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Public Administration, Bachelor's Program, 240 ECTS)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Business Administration, Bachelor's Program, 180 ECTS)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (Business Administration, Master's Program, 120 ECTS)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Full name, signature

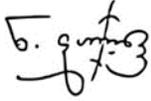
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Of the member(s) of the Accreditation Experts Panel

Full name, signature

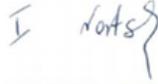
Nino Parsadanishvili



Full name, signature

Ekaterine Natsvlshvili

ეკატერინე ნაცვლიშვილი



Full name, signature Ia Natsvlshvili

Full name, signature Ia Butskhrikidze

