



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Business Administration, Bachelor's Programme

Business and Technology University

Evaluation Date: 16 Mar 2026

Report Submission Date: 27 Apr 2026

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Business and Technology University Legal Entity of Private Law, LLC
Identification Code of Institution	405155638
Type of the Institution	University

Expert Panel Members

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ბიზნესის ადმინისტრირება
Name of Higher Education Programme (in English)	Business Administration
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded ²	Bachelor of Business Administration
Name and Code of the Detailed Field	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	–
Language of Instruction	English
Number of ECTS credits	180 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	–
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	–

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

³ In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme**

Accreditation was conducted for the Bachelor's Programme in "Business Administration" at the Business and Technology University (BTU). The programme has a volume of 180 ECTS and is newly proposed without previous accreditation or authorisation. The credits are allocated to the following components:

- Mandatory free component: 36 credits
- Elective free component: 6 credits
- Mandatory main field of study component: 126 credits
- Elective main field of study component: 12 credits

The implementation of the study programme is located at BTU's campus at N82 Chavchavadze Ave., Tbilisi, 0162, Georgia.

▪ **Overview of the Accreditation Site Visit**

The members of the Expert Panel were supplied with a 57-page Self-Evaluation Report (SER) and supporting documentation. The SER was provided in English. The annexes were provided in both Georgian and English, covering the curriculum and syllabi, the list of programme implementation staff, the programme development methodology, the evaluation mechanism, the QA analysis, and financial and budgetary information. The documentation was provided in a timely manner.

The Expert Panel conducted a site visit at BTU on 16 March 2026 according to the pre-developed agenda. The Panel performed interview sessions with the following groups:

- the university administration,
- the self-assessment group,
- the head of the programme,
- the QA service,
- academic staff,
- invited staff,
- employers,
- students, and
- alumni.

During the site visit, the Panel received a tour of the university buildings and was introduced to the material and technical base available for the study process, including the library, study auditoria, and IT infrastructure. At the end of the site visit, the Panel met with university representatives to present the initial findings. During the visit, the Panel did not request any additional documents.

The visit proceeded in a collegial and very constructive environment. The Expert Panel would like to note the open and well-organised communication among the various departments and offices of the university, and expresses its sincere thanks for the cooperation of all participants and their active involvement in the discussions during the site visit.

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

Standard 1: Complies with requirements

Standard 2: Complies with requirements

Standard 3: Complies with requirements

Standard 4: Complies with requirements

Standard 5: Complies with requirements

- **Recommendations**

None.

- **Suggestions**

Standard 1.4:

1. It is suggested that BTU make a Bachelor's Thesis option available to domestic students, with appropriate prerequisites and supervision arrangements, so that students who do not participate in an exchange programme can also complete a scientific capstone at the standard expected of a first-cycle academic degree.

Standard 1.5:

2. It is suggested that BTU develop and publish an explicit institutional policy on student use of AI tools in academic work, covering permitted and prohibited uses, disclosure requirements, and the consequences of undisclosed use. The policy should be integrated into the academic integrity provisions communicated to students at programme entry.
3. It is suggested that the Writing Technique syllabus be updated to include explicit content on AI writing tools, integrated into the existing topics of the course. Discussions on the critical evaluation of AI-generated text, responsible use in academic and professional contexts, and the integrity implications would address this gap.

Standard 2.2:

4. BTU is encouraged to consider establishing a formally embedded external practice or internship component as an enrichment of the programme. Where a mandatory external placement is not immediately feasible within the current 180-credit structure, BTU may wish to formalise the existing employer-engagement activities — such as the Career Development Centre's workplace visits — and explore possibilities to link them structurally to the Business Project capstone, for example through documented partnership agreements and defined learning objectives.

Standard 4.1:

5. It is suggested that the institution encourage associate professors involved in the programme who do not yet hold a doctoral degree to pursue doctoral qualifications in the relevant field. This would further strengthen the academic capacity and long-term development of the programme's teaching staff.

- **Brief Overview of the Best Practices (if applicable)⁴**

None.

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

In the argumentative position shared by the University, it agrees with the findings and suggestions of the expert panel. The expert panel would like to express its appreciation for

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

the cooperative approach of the institution and the constructive and open dialogue maintained throughout the accreditation process.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

- **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme

The programme is implemented by 47 individuals, comprising 31 academic staff (10 professors, 18 associate professors, 3 assistant-professors) and 16 invited specialists, including one international expert. BTU has no dedicated scientific staff within the meaning of Article 37¹ of the Georgian Law on Higher Education (which defines scientific personnel as scholars at independent scientific research units), a circumstance that is consistent with BTU's institutional profile as a teaching-focused private university; research engagement is embedded within the academic staff.

Of the 31 academic staff, 20 hold a doctoral degree in the sectoral direction; a further 3 invited staff hold doctoral qualifications, bringing the total number of PhD holders contributing to the programme to 23. Eleven academic staff members hold a Master's degree as their highest qualification.

The ratio of academic to invited staff is 31:16 = 1.94:1, which comfortably exceeds the minimum threshold of 1:1 established by the accreditation standards. Affiliated academic staff account for 13 of the 31 academic positions (42%), which is within acceptable parameters and reflects engagement with industry practitioners and partner institutions.

- **Scientific/Research Indicators** - Scientific/research index of the individuals involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators

The SER provides research indicators at BTU-wide level only; data are not disaggregated by programme or by individual BBA implementer. Within this limitation, the reported figures are notable: approximately 40 peer-reviewed articles published in internationally indexed journals and participation in more than 30 international conferences in 2025 indicate an active research engagement. The funding of 4 out of 11 grant applications to the Shota Rustaveli National Science Foundation represents a success rate of approximately 36%, which reflects a developing but productive research culture. BTU's membership in COST, its participation in two ERASMUS Virtual Exchange projects in 2025, and its hosting of the ENIS annual conference in Tbilisi in 2024 demonstrate meaningful integration into international academic networks. The Expert Panel considers this research profile appropriate for a practice-oriented bachelor's programme in Business Administration, while noting that programme-level disaggregation of research data would strengthen future self-evaluations.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.)
 - Note: Newly proposed programme; no multi-year turnover data available. SER (p36) reports "practically 100%" retention across existing BTU programmes; no programme-specific figures provided.
 - Number of retired staff: Not provided
 - Number of staff who left the institution: Not provided
 - Number of new staff: Not provided

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years
 - Data on individuals enrolled (last 5 years): N/A (newly proposed programme)
 - Number of student places announced: not stated in SER
 - Student progression by academic years: N/A (newly proposed programme)
 - **Analysis of other quantitative data** provided in the self-assessment and annexes.
 - Library: 7,538 printed items (increase of 4,482 since 2023); 13 scientific electronic databases (incl. Scopus, ScienceDirect, EBSCO, Cambridge University Press Journals)
 - IT infrastructure: 30 wireless access points; 400 average simultaneous wireless users; global internet speed 100 MB/s; domestic network speed 1,000 MB/s
 - **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**
- N/A (newly proposed programme).

III. Summary Table of Compliance of the programmes with the standards

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Complies
1.5	Academic Course/Subject	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Complies
3.	Student Achievements and Individual Work with Them	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	Not applicable
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Not applicable
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

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

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The objectives of the Bachelor's programme in Business Administration at the Business and Technology University (BTU) are clearly formulated. They were developed through a structured, algorithmically defined process governed by BTU's Methodology for Planning, Implementation and Development of Educational Programmes, with the active involvement of academic staff, field specialists, potential employers, and representatives of partner foreign higher education institutions. The development process drew on an analysis of the Georgian and international labour market, a study of foreign analogues and international best practices, and the Higher Education Sector Benchmarks for Business Administration (ISCED 0413).

The programme objectives – to prepare graduates who can operate effectively in a globally competitive business environment through integrated knowledge of core business disciplines, data-driven decision-making, modern technologies, leadership, ethical conduct, and continuous professional development – are clearly stated in the curriculum. During the site visit, the Expert Panel confirmed that the objectives are well understood by the programme team and reflect a coherent vision: BTU explicitly designed this English-medium programme as part of a broader institutional strategy to internationalise its study offer and attract both domestic and foreign students capable of operating in international professional settings. This strategic orientation gives the objectives an added layer of relevance and specificity beyond what is typical for a newly proposed programme.

The Expert Panel is satisfied that the objectives are realistic and attainable given the programme's structure, content, and available human and material resources. They are consistent with the descriptors of Level VI of the National Qualifications Framework, logically connected to the qualification to be awarded (Bachelor of Business Administration), and coherent with BTU's institutional mission and the Faculty Mission. Programme objectives and related information were made publicly available on the BTU website before the formal approval of the programme, enabling interested parties to review and comment on the proposed programme prior to submission.

Evidences/Indicators

- Self-Evaluation Report
- Interviews during the site visit
- Curriculum of the study programme (Annexes 01-G/01-E)

- Methodology for Planning, Implementation and Development of Educational Programmes (Annexes 03-G/03-E)
- Analysis of Labour Market and Employers' Needs and International Educational Experience (Annex 07-G)
- Agreements/Memorandums (Annex 08-G)

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
1.1 Programme Objectives	Complies

1.2 Programme Learning Outcomes

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

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

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

The programme defines twelve learning outcomes (PLOs) describing the knowledge, skills, and responsibility and autonomy that graduates are expected to demonstrate upon completion. The PLOs encompass sectoral competences, including analysis of business environments, quantitative and qualitative assessment methods, financial data interpretation, risk management, and practice-based project design -- as well as general transferable competences (instrumental, interpersonal, and systemic), in accordance with Level VI of the National Qualifications Framework.

The Expert Panel finds that the PLOs are logically related to the programme objectives and correspond to the field of study, the qualification to be awarded, and the level of higher education. Their formulation draws on the recommendations of the Council of Europe on competence development, the ISCED 0413 classification, and the Higher Education Sector Benchmarks for Business Administration. The development process involved stakeholder consultation with field specialists and potential employers; the programme was positively evaluated by external reviewers from foreign higher education institutions, who confirmed its academic soundness and readiness for international cooperation.

Alignment between PLOs and programme components is documented in the curriculum relevance map (Annex 04-E), which specifies the contribution of each mandatory component to the formation of individual learning outcomes at the familiarisation, deepening, or strengthening level. The Expert Panel reviewed this documentation and confirmed that all PLOs are supported by mandatory programme components, that no learning outcome is left unaddressed, and that the map is internally coherent.

The PLOs are measurable: target marks are defined for each learning outcome, and the achievement of results at both programme and component level is monitored systematically. The Expert Panel is satisfied that the learning outcomes are appropriate for the qualification level, clearly defined, and compliant with the requirements of Standard 1.2.

As the programme is newly proposed and not yet implemented, formal publication of the full curriculum — including the learning outcomes — has not yet taken place. However, BTU has confirmed, and the Expert Panel is satisfied, that upon accreditation the complete programme curriculum will be published on the university's official websites (<https://btu.edu.ge/en/undergraduate-programs/> and <https://btu.edu.ge/sabakalavro-programebi/>), making the learning outcomes accessible to all interested parties, including students, employers, and partner institutions. This is consistent with BTU's established practice for all accredited programmes. The Expert Panel is satisfied that appropriate mechanisms for communicating learning outcomes to stakeholders are in place and will be fully operational upon the programme's launch.

Evidences/Indicators

- Self-Evaluation Report
- Interviews during the site visit
- Curriculum of the study programme and provided syllabi (Annexes 01-G/01-E)

- Mechanism for Evaluating Programme Learning Outcomes, incl. Curriculum Relevance Map (Annexes 04-G/04-E)
- Methodology for Planning, Implementation and Development of Educational Programmes (Annexes 03-G/03-E)
- Analysis of QA Internal and External Evaluation Results (Annexes 11-G/11-E)

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
<u>1.2 Programme Learning Outcomes</u>	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

BTU has established a systematic and well-documented mechanism for evaluating the achievement of programme learning outcomes. The process is governed by the Methodology for Planning, Implementation and Development of Educational Programmes and the Quality Assurance Manual, both of which are publicly available on the BTU website. The mechanism combines direct assessment methods – evaluating student performance in individual programme components that contribute to each PLO – with indirect methods, including student and employer surveys, alumni feedback, and the analysis of academic performance data.

Target marks are defined for each PLO, with a permissible deviation of 5-10%; results outside this range trigger an investigation into the possible causes and, where necessary, corrective action at the level of the programme component, its prerequisites, teaching-learning methods, or credit allocation. The curriculum map specifies, for each PLO, which programme components contribute to its formation and which assessment tasks are used to confirm its achievement. At the level of individual courses, syllabi include compatibility maps linking course-level learning outcomes to teaching methods and assessment criteria.

During the site visit, the Expert Panel confirmed that these mechanisms are institutionally embedded and applied in practice. The programme head and quality assurance staff were able to describe the evaluation cycle in concrete terms and explain how its results have been used to inform decisions. Given that this is a newly proposed programme, no full evaluation cycle has yet been completed; however, the procedural framework is in place and the responsible parties are clearly identified. The Expert Panel is satisfied that the evaluation mechanism is well-designed, fit for purpose, and compliant with the requirements of Standard 1.3.

Staff involved in programme implementation receive methodological support for the elaboration, measurement, and analysis of learning outcomes through BTU's internal quality assurance structures. The Quality Assurance Office provides guidance aligned with the Tuning methodology, and the Programme Head coordinates the mapping of individual course-level outcomes to programme-level outcomes, as formalised in the programme component maps. The results of learning outcome evaluation, measured against the target benchmarks established in the programme map, are subject to annual review by the Programme Head and the Dean of the Faculty. Findings are shared with programme implementers, and relevant conclusions are communicated to stakeholders, including students and employer partners, through BTU's established feedback and monitoring mechanisms, in accordance with the Programme Quality Management Scheme.

Evidences/Indicators

- Self-Evaluation Report
- Interviews during the site visit
- Curriculum and syllabi (Annexes 01-G/01-E)
- Mechanism for Evaluating Programme Learning Outcomes, incl. Relevance Map (Annexes 04-G/04-E)

- Quality Assurance Manual (BTU website)
- Analysis of QA Internal and External Evaluation Results (Annexes 11-G/11-E)

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

1.4. Structure and Content of Education Programme

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

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

The programme comprises 180 ECTS credits distributed across six semesters (three academic years). It consists of mandatory and elective components in the main field of study and a free component, in accordance with Georgian legislation and BTU's programme development methodology. The structure progresses logically from foundational to advanced knowledge, with prerequisites defined for components that require prior competences, ensuring that students build expertise in a coherent sequence from general to specific and from simple to complex.

The programme content covers the core domains of business administration – management, marketing, finance, entrepreneurship, business analytics, digital tools, and business ethics – complemented by general competence components including Writing Technique (EBGE-02, Semester I), introductory courses in ICT and law, and an integrative capstone, the Business Project (EBBM-09, 6 ECTS, Semester VI). The curriculum relevance map demonstrates that all mandatory components contribute to the formation of at least one programme learning outcome, and the qualification to be awarded is consistent with both the programme content and the Level VI descriptor of the National Qualifications Framework. The elective part of the programme offers students a choice that exceeds the minimum credit requirement, enabling the formation of an individual educational profile.

A notable strength of the programme is its formal exchange pathway with various foreign universities, i.e. the University of Vilnius (Lithuania), the Vilnius University of Applied Sciences (Lithuania), the Polytechnic Institute of Bragança (IPB, Portugal) and the Technische Hochschule Köln (Germany). Through these arrangements, underpinned by signed memoranda of cooperation, students may complete a full semester abroad and earn up to 30 ECTS. They reflect BTU's genuine commitment to internationalisation and provides participating students with valuable international study experience. The programme was positively evaluated by external reviewers from foreign higher education institutions, including in respect of its suitability for international partnerships.

The Expert Panel notes, however, that the Bachelor's Thesis component (EBBM-11, 6 ECTS) is listed exclusively within the exchange programme at IPB and is not available as an elective for students who remain in Tbilisi for the full duration of their studies. The mandatory Business Project capstone (EBBM-09) involves an integrative, university-based assignment and is a valuable element of the programme. However, it does not constitute a scientific thesis in the conventional sense – it does not require the independent formulation of a research question, systematic engagement with academic literature, or the application of scientific research methodology at the level expected of a first-cycle academic degree. This was confirmed by the programme team during the site visit. Students who do not participate in the exchange programme therefore currently have no structured pathway to complete a thesis-equivalent assignment, which represents a gap relative to the standards of a first-cycle academic degree. For this reason, the Expert Panel makes for following suggestion:

Suggestion 1: It is suggested that BTU make a Bachelor's Thesis option available to domestic students, with appropriate prerequisites and supervision arrangements, so that students who

do not participate in an exchange programme can also complete a scientific capstone at the standard expected of a first-cycle academic degree.

The Expert Panel notes that, as a newly proposed programme, the full curriculum is not yet publicly available pending the outcome of accreditation, a circumstance inherent to the accreditation procedure for new programmes. BTU has explicitly committed that upon accreditation, the complete programme curriculum, including objectives, learning outcomes, programme structure, credit allocation, prerequisites, and contact details of the Programme Head, will be published on its official websites. This practice is consistent with BTU's approach to all currently accredited programmes. The Expert Panel is satisfied that this forward commitment, combined with the programme's accessibility through the current accreditation documentation, meets the requirements of the standard for a newly proposed programme.

Evidences/Indicators

- Self-Evaluation Report
- Interviews during the site visit
- Curriculum of the study programme (Annexes 01-G/01-E)
- Methodology for Planning, Implementation and Development of Educational Programmes (Annexes 03-G/03-E)
- Curriculum Relevance Map (Annexes 04-G/04-E)
- Agreements/Memorandums (Annex 08-G)
- Analysis of Labour Market and Employers' Needs and International Educational Experience (Annex 07-G)

Recommendations

None.

Suggestions for the Programme Development

- **Suggestion 1:** It is suggested that BTU make a Bachelor's Thesis option available to domestic students, with appropriate prerequisites and supervision arrangements, so that students who do not participate in an exchange programme can also complete a scientific capstone at the standard expected of a first-cycle academic degree.

Evaluation

Component	Evaluation
1.4 Structure and Content of Educational Programme	Complies

1.5. Academic Course/Subject

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

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

The programme's individual courses are described in syllabi that specify the component's name, status, credit value, contact and independent hours, prerequisites, objectives, course-level learning outcomes, weekly content, teaching-learning methods, assessment components and criteria, minimum competence thresholds, and learning resources (mandatory and supplementary). The Expert Panel reviewed the syllabi during the site visit and found them to be internally consistent: course-level learning outcomes are logically derived from the PLOs they contribute to, assessment tasks are appropriate to the stated outcomes, and credit allocations reflect the actual student workload. Syllabi are uploaded to the learning management system before the commencement of the educational process, making them accessible to all students prior to the start of teaching.

BTU operates an established academic integrity framework: the Code of Ethics defines the norms of academic conduct, Turnitin is systematically used for the detection of plagiarism across written submissions, and the relevant rules are communicated to students through syllabi and institutional documentation. Both staff and students demonstrated familiarity with these expectations during the site visit.

Two areas for development were identified in relation to the programme's course content and academic integrity governance.

First, no university-wide policy governing student use of AI writing and generative tools in academic work currently exists at BTU. The Code of Ethics and the Turnitin-based plagiarism detection system address conventional academic dishonesty, but AI-generated content raises distinct integrity issues that are not covered by the existing framework – in particular, questions of disclosure, authorship, and the boundaries of permissible use. During the site visit, academic staff confirmed that guidance on AI use is at present left to individual lecturers, resulting in inconsistent practice across courses. Given that the programme is delivered entirely in English and explicitly targets an internationally mobile student body, including prospective foreign students with prior exposure to AI writing tools, the absence of a coherent institutional policy is a notable gap that warrants attention. Therefore, the Expert Panel formulates the following suggestion:

Suggestion 2: It is suggested that BTU develop and publish an explicit institutional policy on student use of AI tools in academic work, covering permitted and prohibited uses, disclosure requirements, and the consequences of undisclosed use. The policy should be integrated into the academic integrity provisions communicated to students at programme entry.

Second, the mandatory Writing Technique course (EBGE-02) serves as the programme's primary vehicle for developing academic writing and research literacy. The course covers source reliability, citation practice, and academic integrity via Turnitin, but its current syllabus contains no explicit content on AI writing tools. A critical evaluation could help to judge their suitability as information sources and the appropriateness of their use in academic and professional drafting and editing, as well as the specific integrity implications of AI-assisted composition. This gap is particularly significant given that the course is shared with the

Computer Science & Artificial Intelligence programme, where students' familiarity with AI tools may be expected to be high. The site visit confirmed the absence of this content in the current syllabus. Consequently, the Expert panel suggests:

Suggestion 3: It is suggested that the Writing Technique syllabus be updated to include explicit content on AI writing tools, integrated into the existing topics of the course. Discussions on the critical evaluation of AI-generated text, responsible use in academic and professional contexts, and the integrity implications would address this gap.

Evidences/Indicators

- Self-Evaluation Report
- Interviews during the site visit
- Provided course syllabi, incl. EBGE-02 Writing Technique (Annexes 01-G/01-E)
- BTUClassRoom electronic learning management system
- Code of Ethics and Academic Ethics (BTU website)
- Analysis of QA Internal and External Evaluation Results (Annexes 11-G/11-E)

Recommendations

None.

Suggestions for the Programme Development

- **Suggestion 2:** It is suggested that BTU develop and publish an explicit institutional policy on student use of AI tools in academic work, covering permitted and prohibited uses, disclosure requirements, and the consequences of undisclosed use. The policy should be integrated into the academic integrity provisions communicated to students at programme entry.
- **Suggestion 3:** It is suggested that the Writing Technique syllabus be updated to include explicit content on AI writing tools, integrated into the existing topics of the course. Discussions on the critical evaluation of AI-generated text, responsible use in academic and professional contexts, and the integrity implications would address this gap.

Evaluation

Component	Evaluation
1.5. <u>Academic Course/Subject</u>	Complies

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

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

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

The English language Bachelor's Programme in Business Administration has clearly defined prerequisites for admission. Enrolment in the programme is primarily based on the results of the Unified National Examinations. One of the key requirements for admission is proficiency in English at a minimum level of B1.

Admission without the Unified National Examinations is permitted in cases defined by the legislation of Georgia and is carried out in accordance with the procedures established by the relevant legal framework.

The admission requirements are fully compliant with the current legislation of Georgia and are transparent and accessible to prospective applicants. Detailed information regarding these prerequisites is provided in the programme curriculum, available at the following link: <https://btu.edu.ge/sabakalavro-programebi/>.

The university applies a structured methodology for planning the student contingent, according to which the number of students admitted to the programme is determined based on several key indicators. These include the dynamics of demand for admission (in the case of existing programs), enrolment trends, student mobility, as well as admission and graduation rates, along with other relevant objective factors. This approach ensures the effective and evidence-based determination of the program's admission capacity. In addition, the institution utilises a mathematical forecasting model to support student number projections and planning processes. According to the established methodology, a minimum ratio of one implementing academic staff member per 25 students is maintained. The presented program fully complies with these requirements.

Furthermore, the requirements and procedures governing admission to the programme are outlined in the BTU Internal Regulations and the Bachelor's Regulations. All relevant documents are publicly available on the official BTU website: <https://btu.edu.ge/en/undergraduate-programs/>. This link provides comprehensive information regarding the prerequisites for admission to the program and is accessible to all interested parties.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programme and Syllabus

- Methodology of planning, development, implementation and development of educational programmes
- Website of BTU <https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/>

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

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

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

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

The Bachelor of Business Administration programme provides students with the learning outcomes and practical skills required for a bachelor's degree in higher education. The programme uses the so-called "embedded practice" approach. In accordance with this practice, each course of study presents both theoretical and practical components, which are focused on the formation and development of both special (specialised) and general (universal) competencies of the graduate.

The presented programme defines 12 learning outcomes, the achievement of which is ensured through the program's mandatory courses. Within individual courses, various formats are employed, including the preparation and presentation of practical assignments, case analyses, tasks, exercises, and projects. These approaches facilitate the development of practical and research skills appropriate to the level of a bachelor's degree programme.

In addition, students of the programme have the opportunity to participate in scientific conferences, workshops, and seminars organised by the university and to present their work, including to specialists in the field and potential employers. Information about BTU projects is published on the official website of BTU.

Students have the opportunity to cooperate with organisations, conduct visits within the framework of memoranda of understanding, become acquainted with the processes taking place in the organization, gain access to public information held by the organization, obtain up-to-date knowledge, and develop practical skills in a real working environment. In addition, to further deepen the practical component of the programme, it is desirable for the institution to:

Suggestion 5: BTU is encouraged to consider establishing a formally embedded external practice or internship component as an enrichment of the programme. Where a mandatory external placement is not immediately feasible within the current 180-credit structure, BTU may wish to formalise the existing employer-engagement activities — such as the Career Development Centre's workplace visits — and explore possibilities to link them structurally to the Business Project capstone, for example through documented partnership agreements and defined learning objectives.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programme and Syllabus
- Appendix "Educational programme map"
- Agreements/Memorandums
- Methodology of planning, development, implementation and development of educational programmes
- Website of BTU <https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/>

Recommendations

None.

Suggestions for the Programme Development

- **Suggestion 5:** BTU is encouraged to consider establishing a formally embedded external practice or internship component as an enrichment of the programme. Where a mandatory external placement is not immediately feasible within the current 180-credit structure, BTU may wish to formalise the existing employer-engagement activities — such as the Career Development Centre's workplace visits — and explore possibilities to link them structurally to the Business Project capstone, for example through documented partnership agreements and defined learning objectives.

Evaluation

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/per forming and transferable skills	Complies

2.3. Teaching and Learning Methods

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

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

Within the Bachelor of Business Administration programme, the teaching and learning process is designed in accordance with the specific characteristics of the programme components and employs a variety of knowledge delivery methods, including lectures, group work, and the use of electronic learning resources. The pedagogical approach integrates diverse teaching and learning activities, such as discussions and debates, problem-based learning, case analysis, analytical and synthetic tasks, action-oriented learning, and demonstration.

In line with the specific nature of individual courses, appropriate teaching and learning methods and activities are systematically defined in the course syllabi. This ensures alignment with course objectives and facilitates the effective achievement of intended learning outcomes. The applied methods demonstrate flexibility and are adapted to both the content of the course and the individual needs of students.

Furthermore, the institution supports student-centered learning through the development of individual curricula, which are designed in consideration of students' individual circumstances and needs, based on objective criteria.

The teaching and learning methods employed within the programme components ensure the development of both sector-specific and generic competencies. Moreover, the coherent integration of these methods across the programme's courses guarantees the achievement of the intended programme learning outcomes.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programme and Syllabus
- E-learning strategy
- Methodology of planning, development, implementation and development of educational programmes
- Interviews during the site visit
- Website of BTU <https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/>

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
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[2.3. Teaching and learning methods](#)

Complies

2.4. Student Evaluation

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

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

The level of achievement of student learning outcomes in the Bachelor of Business Administration programme is assessed in accordance with the evaluation framework established by Order No. 3 of the Minister of Education and Science of Georgia (January 5, 2007) on the “Approval of the Rule for Calculating Higher Education Programmes by Credits.” The programme applies a 100-point grading system (maximum 100 points), which comprises both interim and final assessment components. In each case, a minimum competency threshold is established and specified in the syllabi of the respective programme components. The allocation of credits based solely on either interim or final assessment is not permitted. The final grade for each programme component represents the cumulative score obtained from both interim and final assessments.

In accordance with the current legislation of Georgia, the 100-point grading system includes five positive and two negative grades. Student performance is evaluated using a variety of assessment methods, including practical and theoretical assignments, discussions and surveys, presentations, reports, and projects. Assessment methods and criteria (indicators) clearly define the requirements that students must meet in order to achieve a particular grade.

The existing assessment system also ensures consideration of students’ individual educational needs. In particular, for students with special educational needs, appropriate assessment methods are applied. Within the framework of an individual curriculum, ongoing assessments are conducted in relation to individually defined, achievable learning outcomes, while final assessment and credit allocation are aligned with the overall programme requirements.

Furthermore, students are entitled to appeal their grades in accordance with the regulations in force at the university. If a student disagrees with a received grade, they may request to review their assessed work in compliance with the procedures established by the BTU Internal Regulations and submit a substantiated written appeal to the Dean of the Faculty. The appeal is reviewed jointly by the Dean and the evaluator. If the claim is deemed justified, the student’s work is subject to re-evaluation.

The university’s student assessment system includes mechanisms for monitoring and continuous improvement. In cases where monitoring identifies deviations, such as a permissible margin of error of 5–10% in achieving intended targets, relevant programme components are subject to review. Where greater discrepancies are observed, elements such as admission prerequisites, course content, teaching and learning methods, assessment tools, credit allocation, and the balance between contact and independent study hours are revised accordingly to ensure alignment with intended learning outcomes.

The university also enforces established standards of academic integrity. In cases where a violation is confirmed, the student’s work is assigned a grade of zero, and appropriate disciplinary sanctions are applied. Information regarding the Academic Integrity Standard is provided in the course syllabi, while the Regulation on Academic Ethics and Standards is publicly available on the official BTU website and accessible to all interested parties (see: <https://drive.google.com/file/d/1QjalfJofxLSDxZllHRAXLijZvEP5v8o8/view> – Code of Ethics and Academic Integrity).

Furthermore, the university has established regulations governing the implementation of e-learning and educational programmes. Within this framework, the general rules for assessment and credit allocation remain consistent with those applied in traditional learning environments. The assessment system in e-learning ensures the evaluation of planned learning outcomes through clearly defined criteria and incorporates mechanisms for verifying the authenticity of student work.

In addition, based on interviews conducted, it was identified that the teaching and learning process is subject to ongoing evaluation, and measures are continuously considered and implemented to enhance its effectiveness and quality.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programme and Syllabus
- E-learning strategy
- Methodology of planning, development, implementation and development of educational programmes
- Methodology of planning, implementation and development of educational programmes;
- Undergraduate Regulations;
- Regulation of individual curriculum development and implementation;
- Interviews during the site visit
- Website of BTU <https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/>

Recommendations

- None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
2.4. Student evaluation	Complies

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

Based on the documentation submitted by BTU and the information obtained during the on-site visit, it is evident that the university provides students with information regarding the learning process and study programmes. The university has support mechanisms in place for students – it helps them integrate into the university environment. Both administrative and academic staff have close communication with students, which was confirmed through information received during direct interviews with students. In addition, it should be noted that students' rights and their legal interests are fully ensured and protected within the institution. Students have been informed about and are aware of their rights.

Students have comprehensive information regarding their studies, as well as other important issues related to the learning process. Administrative and academic staff ensure that students are informed. If there is a need from the students' side, BTU supports the planning of an individual learning process. Student consultations with lecturers are carried out within working hours, which are specifically defined in the syllabi. At the same time, students noted that they have quite close and direct communication with course coordinators. Employment forums are actively organised at the institution. The university cooperates with employers and organises their involvement. This fully serves students' career development. In addition, events and public lectures are actively held at BTU, which provide additional opportunities for students.

BTU supports student participation in both local and international projects within the framework of studies. The institution regularly offers students participation in conferences and various types of academic events. In turn, students are actively provided with information about these opportunities through the website, social media, and personal communication. Furthermore, BTU is involved in the Erasmus+ programme and has international partner universities, which provide students with additional opportunities and experience to benefit from exchange programmes and receive education.

The institution promotes and supports student activities and a diverse student life. There is no student self-government at the university; however, students have active communication with the university administration, through which they plan specific social, cultural, and sports activities that align with their interests. During the interviews, students noted that the activities are diverse, and that the university supports student life.

BTU creates a student-centred environment where information, support, and the protection of rights are ensured. Close communication between students and staff contributes to the effective management of the learning process and the consideration of individual needs. The university also actively supports students' professional and personal development through various events, projects, and international opportunities. The university has created an environment that supports students' academic and social development.

Evidences/Indicators

- Self-evaluation report
- Results of on-site interviews
- Website
- Syllabi of the courses included in the programme;
- Methodology for Planning, Implementation, and Development of Educational Programmes
- Regulation on the Development and Implementation of an Individual Study Plan
- Internal Regulations

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

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

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

Standard 3.2 is not applicable because the programme under review is at the Bachelor's level.

Evaluation

Component	Evaluation
3.2. Master's Students Supervision	Not applicable

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The appointment of academic staff to positions of professor, associate professor, assistant-professor, and assistant at Business and Technology University is conducted through an open, competitive process in full accordance with the Georgian Law on Higher Education, BTU's institutional statutes, and the university's internal regulations governing academic position competitions. The competition is announced publicly by the university administration, specifying the number and rank of available positions by field of specialization. All relevant information is made publicly accessible to ensure a transparent selection process that upholds the integrity of the institution's academic community.

The qualifications, academic credentials, and professional experience of both academic and invited staff involved in the implementation of the Business Administration programme are formally documented and verified through personal files maintained by the university. These files include curricula vitae, copies of diplomas, certificates confirming academic degrees and academic titles, as well as documentation demonstrating professional and research activities.

The programme is implemented by 47 qualified individuals whose combined academic qualifications and professional experience ensure comprehensive coverage of the disciplines included in the Business Administration curriculum. For clarity of categorisation: of the 47 programme implementers, 31 hold academic positions (professor, associate professor, or assistant-professor) appointed through competitive procedures under the Georgian Law on Higher Education, and 16 are invited specialists. BTU does not employ dedicated scientific staff within the meaning of Article 37¹ of the Law, which defines scientific personnel as scholars and postdoctoral fellows at independent scientific research units; this category is not applicable to BTU's institutional structure. The ratio of academic to invited staff of 31:16 = 1.94:1 therefore reflects the full complement of core academic staff against invited specialists. The scientific and scholarly engagement of the academic staff is verified through the review of individual academic portfolios and demonstrated through their teaching and research activities. In addition to academic staff, invited specialists contribute to the delivery of practice-oriented components of the programme. These professionals bring substantial experience from the private sector, public institutions, and professional practice, enriching the teaching and learning process with current industry knowledge and practical perspectives and ensuring the programme's continued relevance to labour market needs.

Methodology, which establishes quantitative ratios to ensure the sustainable delivery of the educational process. These include a ratio of one programme implementer per 25 students and at least one senior academic staff member per 60 students. Academic staff constitute no less than 50% of programme implementers, while the academic-to-invited staff ratio is maintained at 1:1. Affiliated academic staff represent at least 10% of the total academic staff. Academic staff workload is regulated through institutional policies and documented in individual workload schemes updated each semester. A full workload does not exceed 40 hours per week and includes teaching, research, student supervision, and institutional service. At the time of evaluation, BTU meets the established staffing indicators and qualification requirements. The high retention rate among programme staff indicates a stable academic environment, while staffing levels will be reviewed as student enrolment evolves.

The University has established a clear institutional framework governing programme leadership. The Programme Head is appointed through a formal procedure approved by the Academic Council and must hold a doctoral degree (or equivalent) together with relevant experience in higher education or professional practice. These requirements ensure that programme leadership is entrusted to individuals with appropriate academic and professional competence. The Programme Head is responsible for the overall coordination and development of the Business Administration programme, including the regular review and improvement of the curriculum, oversight of teaching activities, analysis of programme performance, and collaboration with students and institutional units. The role also includes close cooperation with BTU's Quality Assurance Service to support the maintenance of academic standards and continuous programme improvement. The performance of the Programme Head is evaluated annually on the basis of established institutional criteria.

Administrative and support services are organised in accordance with BTU's Personnel Planning Methodology and are aligned with the operational needs of the programme. Institutional ratios regulate the relationship between administrative staff, academic staff, and students to ensure adequate organisational support. Administrative staff provide essential support for programme delivery, including academic scheduling, student records management, communication with students and staff, and guidance on institutional procedures. Their responsibilities and qualifications are defined in institutional regulations and job descriptions, while their performance is monitored regularly by the Quality Assurance Service through internal reviews. This framework ensures that administrative services effectively support the delivery and continuous improvement of the programme.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	31	31	19	13
- Professor	10	10	10	2
- Associate Professor	18	18	8	10
- Assistant-Professor	3	3	1	1
- Assistant	0	0	0	0
Visiting Staff	16	16	5	—
Scientific Staff	0	0	0	—

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

Including International Staff	1			
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Evidences/Indicators

- Academic and invited staff qualification documents and CVs (Annexes 05-G / 05-E);
- Current semester workload data for academic, scientific, and invited staff (Annex 10-G);
- Official instructions and responsibilities of the Programme Head and administrative staff (Annex 06-G); BTU Personnel Planning Methodology;
- BTU Regulatory Documents: www.btu.edu.ge

Recommendations

None.

Suggestions for the Programme Development

It is suggested that the institution encourage associate professors involved in the programme who do not yet hold a doctoral degree to pursue doctoral qualifications in the relevant field. This would further strengthen the academic capacity and long-term development of the programme's teaching staff.

Evaluation

Component	Evaluation
<u>4.1 Human Resources</u>	Complies

4.2 Qualification of Supervisors of Master's Students

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

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

Standard 4.2 is not applicable because the programme under review is at the Bachelor's level.

Evaluation

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Not applicable

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The university has established a structured framework for the regular evaluation of academic and invited staff involved in the programme. Staff performance is monitored through institutional evaluation procedures, including self-evaluation, review by programme and faculty leadership, and oversight by the Quality Assurance Service. The Dean of the Faculty, together with the heads of the Human Resources Management Service and the Research Centre, is involved in reviewing individual workload schemes, assessing completed activities and identifying areas for improvement. The evaluation process considers teaching quality, research engagement, student support, and contribution to institutional development. Feedback from students, alumni, and staff is systematically collected through surveys and consultations and is used to inform programme improvement and identify professional development needs.

Professional development is recognised as an institutional priority. Academic and invited staff have access to a range of international programmes and partnerships, including Erasmus+, DAAD, Horizon Europe, EURAXESS Georgia, and COST networks, as well as joint research initiatives with European partner universities and international capacity-building programmes. The collaboration agreement signed in 2025 between the BTU Research Centre and the Institute of Economic Development and Social Sciences of Turkey (IKSAD) further strengthens the university's international research cooperation. In addition, the institution has introduced incentive mechanisms aimed at encouraging research engagement, including a scientific award in the field of business and technology and a performance-based material incentive system.

Available evidence indicates active engagement of staff in research and academic activities. In 2025, BTU academic staff published approximately 40 scientific articles in peer-reviewed journals and participated in more than 30 international conferences. Out of nine grant applications submitted to the Shota Rustaveli National Science Foundation, four projects were funded, demonstrating a developing research capacity within the academic community.

During meetings with academic and invited staff conducted as part of the evaluation process, participants noted that the university actively supports their professional development through various institutional programmes and support mechanisms. This suggests that the opportunities for staff development are not only formally established but are also recognised and utilised by programme staff in practice.

The Expert Panel confirmed during the site visit that BTU provides training and support to academic and invited staff for the effective use of e-learning platforms and distance teaching and assessment methods. Staff demonstrated familiarity with the university's learning management systems and digital tools, and indicated that institutional support is available when adapting teaching and assessment approaches to online formats. BTU's engagement in international capacity-building programmes, including Erasmus+ and EURAXESS Georgia, further contributes to staff competence in digital education methods. The Expert Panel is satisfied that this requirement is met.

Evidences/Indicators

- Site Visit
- Agreements and Memorandums (Annex 08-G);

- Student/Alumni/Employer/Staff Survey Forms and Results (Annex 12-G);
- Staff Performance Evaluation Results (Annex 13-G);
- BTU Personnel Management, Evaluation and Development Mechanisms;
- Methodology for Evaluating the Effectiveness of Scientific and Research Activities;
- BTU Research Projects: btu.edu.ge

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Complies

4.4. Material Resources

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

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

The Business Administration programme at BTU is delivered within a modern and well-maintained institutional environment that supports teaching, learning, and research activities. The university's physical, technical, and digital resources provide the necessary foundation for programme delivery and for achieving the intended learning outcomes.

Classrooms, lecture halls, and computer laboratories are equipped with standard professional technology, supported by a university-wide IT network with high-speed internet, wireless access points, and centralised antivirus protection. Administrative and academic processes are managed through the "E-Document" electronic system, which ensures traceability and the legal validity of institutional documentation. The electronic learning environment, including BTU Classroom and Google Classroom, facilitates course registration, document management, timetabling, communication, assignment submission, and feedback. Examinations are conducted using the Examjet platform. Experience from the COVID-19 pandemic has informed the university's blended and online learning practices.

BTU Library provides physical and digital resources, including over 7,500 printed items and access to 13 scientific databases, such as Scopus, ScienceDirect, Cambridge University Journals, and SAGE Journals. Remote access allows students and staff to reach these resources, and Turnitin supports academic integrity. Open-access publishing is available through EIFL, and membership in IATUL enables international collaboration.

Additional digital support is provided through platforms such as the "Knowledge Bank," based on Notion, which allows students to manage projects, track ideas, and organise academic work.

The university also maintains an Innovation Center and 10 high-tech laboratories, which provide access to current technologies and practical learning opportunities. Students can use these facilities to explore AI, coding, and related fields, and to develop startup projects within the university. All infrastructure and technical resources are owned by the university.

Access to resources and facilities is available to students, academic and invited staff, and administrative and support personnel. Institutional regulations are in place to ensure equitable access and prevent restrictions. The combination of physical facilities, digital tools, library resources, and laboratory infrastructure provides a structured environment intended to support the programme's objectives.

The Expert Panel confirmed through student interviews conducted during the site visit that students are well-informed about the institutional resources available to them and are able to utilise them effectively. Students demonstrated clear awareness of the library's physical and digital holdings, including remote access to the thirteen scientific electronic databases, the learning management platforms, the Innovation Center, and the high-tech laboratories. Orientation activities at the start of studies and ongoing support from the Learning Process Management Office ensure that students, including new entrants, are introduced to available resources and receive guidance on their use. The Expert Panel is satisfied that this requirement is met.

Evidences/Indicators

- Site visit
- Library services and electronic database information (btu.edu.ge/bibliotheka/);
- <https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/>)
- Information about Laboratories <https://btu.edu.ge/inovatsia-metsarmeoba/labebi/>

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

Business and Technology University has presented the Business Administration programme budget for the 2025 planning year, covering a three-year implementation period from 2026 to 2029. The budget has been prepared in line with BTU's internal "Rule of Financial and Economic Activity Planning and Budgeting," which governs the planning, management, and control of financial resources across all institutional activities.

The total projected programme revenue over the three-year period is 1,822,500 GEL, derived from tuition fees set at 4,500 USD per student annually (12,150 GEL). Total direct programme expenditure is projected at 366,261 GEL, resulting in a positive financial balance of 1,456,239 GEL. This balance primarily reflects that significant shared institutional costs—such as infrastructure, administrative staff, information technology, and overhead—are covered by BTU's general budget rather than allocated directly to the programme.

Revenue projections are based on phased enrolment estimates: 25 students in 2026–2027, increasing to 50 in 2027–2028, and 75 in 2028–2029. This gradual growth trajectory aligns expenditure commitments with anticipated income and reflects a cautious approach appropriate for a newly established programme.

Expenditure allocations reflect the programme's operational priorities. The largest single expenditure is the remuneration of academic and invited staff, totaling 187,200 GEL, which represents 10.27% of total projected revenue. An allocation of 112,500 GEL (6.17%) is dedicated to personnel research and professional development, demonstrating institutional support for continuous staff capacity building. Other allocations include student initiatives support (9,750 GEL), programme development costs (3,750 GEL), library fund replenishment and access to scientific resources (4,500 GEL), software expenses (5,250 GEL), and a reserve for unforeseen expenses (23,961 GEL). Collectively, these allocations aim to ensure that key aspects of programme delivery are financially covered.

The budget analysis indicates that the Business Administration programme is financially sustainable. Resource allocation is proportionate to programme needs and consistent with BTU's overall institutional financial position. Funding sources are diversified, including tuition fee income, state budgetary financing, national and international research grants, and other permitted institutional income. Additional financial security is provided through a pre-approved credit facility with TBC Bank, secured by institutional assets. Any expenses not currently included in the programme budget, or requiring additional funding in the future, would be covered by BTU's reserve fund.

Overall, the financial planning for the Business Administration programme demonstrates that resources are sufficient to support operational requirements and provide a credible basis for the programme's implementation and development over the projected period.

Evidences/Indicators

- BBA Programme Budget Document (2025)
- BTU Strategic Development and Action Plans
- Self-evaluation Report

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
<u>4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability</u>	Complies

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The programme quality assurance at BTU is based on PDCA (Plan-Do-Check-Act) principle and the cycle of continuous development is implemented effectively, in accordance with the pre-determined schedule, procedures and policies. As the programme submitted for accreditation is new, the full cycle has yet to be implemented and demonstrated, however, during the planning stage, all relevant mechanisms for improving the programme quality were utilised (including internal evaluation of the programme by QA and external review carried out by the industry representatives, job and educational market analysis).

The programme was developed through a structured, methodology-driven process, aligned with the institutional quality assurance framework. The Quality Assurance Service plays a central role by:

- providing methodological guidance;
- ensuring compliance with accreditation standards;
- evaluating programme design and outcomes;
- and contributing to the preparation of the self-evaluation report.

The programme is supported by institutional regulatory documents, including Quality Assurance Manual; Programme Development Methodology; relevant forms and tools, which provides a systematic and transparent framework for programme quality assurance.

The collaborative nature of quality assurance is clearly evidenced. The self-evaluation process involved: programme head and staff implementing the programme; administrative and support units; students and employers; external experts and international partners. The involvement of the industry representatives/employers should also be mentioned as the positive finding, the interviews proved that the employers participated in the programme development and planning, namely through labour market research participation and consultations.

The collaborative nature of quality assurance is clearly evidenced. The self-evaluation process involved all the relevant stakeholders. The involvement of the industry representatives/employers should also be mentioned as the positive finding, the interviews proved that the employers participated in the programme development and planning, namely through labour market research participation and consultations.

This demonstrates that the preparation of the self-evaluation report is a participatory and multi-stakeholder process, ensuring diverse perspectives in programme development and evaluation. The participation of the stakeholders was also evident based on the interview results. It should be noted that the quality culture at the institution was demonstrated through

the shared responsibility and involvement in the quality assurance processes, including those of the administrative units' representatives.

The results of programme evaluation are used for decision-making, including: modification of course content and structure, revision of teaching and assessment methods, adjustment of programme components and credit distribution, improvement of student support services. As mentioned, as the programme is newly developed, the results of the implementation of the QA tools have not yet been utilised, however, the interviews demonstrated the collaboration of the programme implementers and QA service, for improvement of the programme.

The institution ensures the implementation of electronic and distance learning through a regulated methodological framework, which includes defined teaching, assessment, and monitoring procedures adapted to the online environment. The quality of e-learning is supported by systematic monitoring of the teaching process, student progress, and stakeholder feedback, as well as the use of centralised digital platforms for content delivery, communication, and assessment.

Additionally, the institution applies specific quality assurance mechanisms for e-learning, including continuous observation by monitoring groups, analysis of learning outcomes in online settings, and comparison of results between traditional and online formats, ensuring consistency of learning outcomes and quality standards across delivery modes.

Evidences/Indicators

- Self-evaluation report
- Interview results
- External evaluation of the programme
- Internal QA evaluation of the programme
- Conducted Student/Alumni/Employer/Staff Survey Forms, Survey Results and Information on Their Use
- Methodology of planning, implementation and development of educational programmes;
- Job and Educational Market Analysis
- Quality assurance manual

Recommendations:

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

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

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

As the programme is new and submitted to the accreditation for the first time, there are no recommendations from the previous accreditation process in order for the experts to evaluate their implementation. However, based on interviews, the programme has utilised recommendations from the similar Georgian language programme for the development of the programme and it should be further noted that the programme team was open and collaborative in the process of evaluation.

In accordance with the QA policy and mechanisms established at the university, the programme has undergone external peer review during the planning phase. Namely, the programme was evaluated by the industry representatives and the feedback was positive.

Evidences/Indicators

- Self-evaluation report;
- External evaluation results;
- Interview results.

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

The programme monitoring and periodic review process is conducted through a systematic and structured approach to data collection and analysis, supported by institutional quality assurance mechanisms. Monitoring covers all necessary areas and directions of the programme implementation and includes the analysis of student academic performance and achievement of learning outcomes, stakeholder feedback (students, graduates, employers, programme implementers), labour market requirements and field trends, and the adequacy of programme resources and implementation conditions.

The process involves relevant stakeholders, including academic and invited staff, administrative units, students, graduates, and employers, whose opinions are collected and considered in programme evaluation and development.

Programme effectiveness is assessed using predefined indicators and target benchmarks, including comparison of achieved learning outcomes with planned targets and analysis of academic performance. The aggregated results of monitoring are used to evaluate programme performance and inform further development.

The programme is reviewed and, where necessary, modified based on analysis results, including: updating programme content and components, revising teaching, learning and assessment methods, and improving support mechanisms and resources.

Student involvement in monitoring is ensured through feedback mechanisms on the learning process and educational services, the results of which are analysed and used as a basis for programme improvement.

The programme is also developed and periodically reviewed with consideration of international experience and best practices, including comparison with foreign higher education programmes and involvement of international partners and field specialists.

As the programme is newly established, full periodic review cycles and long-term monitoring results (e.g., graduate outcomes) are not yet available. However, the institution has defined appropriate procedures and mechanisms to ensure systematic monitoring and periodic review.

Evidences/Indicators

- Self-evaluation report
- Interview results
- External evaluation of the programme
- Internal QA evaluation of the programme
- Conducted Student/Alumni/Employer/Staff Survey Forms, Survey Results and Information on Their Use
- Methodology of planning, implementation and development of educational programmes;
- Job and Educational Market Analysis
- Quality assurance manual

Recommendations

None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):
Not applicable.

Signatures:

Chair of Accreditation Expert Panel

Stefan Veith 

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Medea Janjgava 

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