



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

Bachelor of Business Administration and Digital Management Educational Program

Name of Higher Education Institution

University Alterbridge LLC

Evaluation Date(s)

9 March 2026

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Alterbridge University, Limited Liability Company (LLC)
Identification Code of Institution	405284473
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	M. Abdul Rauf, Wittenborg University of Applied Sciences, Apeldoorn, the Netherlands.
Member (Name, Surname, HEI/Organisation, Country)	Eka Lekashvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Natia Daghelishvili, Grigol Robakidze University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tinatin Gabrichidze, New Vision University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ana Mikhelidze, Caucasus University

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ბიზნესის ადმინისტრირება და ციფრული მენეჯმენტი
Name of Higher Education Programme (in English)	Business Administration and Digital Management
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	Georgian
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)	NA
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	N/A

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The Bachelor of Business Administration and Digital Management at Alterbridge University in Tbilisi, Georgia, is a newly developed bachelor's programme aligned with the institution's mission to build an alternative bridge between higher education and the labour market. The programme awards the qualification of Bachelor of Business Administration at Level 6 of the National Qualifications Framework and comprises 180 ECTS credits delivered in Georgian language at the Bagebi campus (67 Tskneti Highway, Tbilisi). Its structure combines compulsory courses in the main field, a practical internship, a bachelor's thesis, and free components, ensuring a coherent progression from foundational business disciplines to advanced topics in management and digital transformation.

The programme aims to prepare graduates who understand modern business concepts, current economic and business trends, and the challenges of management in the context of globalization and digital transformation, while also recognizing the importance of innovation and the free market for entrepreneurial activity. Graduates expect to develop skills to analyze changing business environments using quantitative and qualitative methods, evaluate opportunities and risks associated with digital technologies, manage organizational resources based on leadership and teamwork principles, and design and present research or practical projects using contemporary information and communication technologies. The curriculum incorporates a strong practical dimension through an internship and applied course components, enabling students to consolidate theoretical knowledge, develop independent work skills, and adapt to real work environments.

Quantitative data indicate that the programme is currently implemented as a new, non-accredited bachelor's programme with a total volume of 180 ECTS credits and a qualification in the detailed field 0413 Management and Administration. Programme sustainability is supported by a sizeable teaching team of 42 academic and visiting staff, including 22 academic staff members (12 of whom are affiliated) and 20 visiting lecturers, whose qualifications are evidenced through scientific publications and practical professional as well as teaching experience. The student staff ratio and target indicators are regulated by the university's methodology for planning the contingent of academic staff and students, ensuring that enrolment is aligned with available human and infrastructural resources. Adequate material, library and financial resources embedded in the university's consolidated budget and safeguarded by a business continuity plan, support the delivery of the programme and the achievement of intended learning outcomes. As the programme is newly established, some indication of systematic monitoring, stakeholder surveys and external expert feedback is provided and they are gradually implemented to refine learning outcomes assessment, further develop the practical components, and strengthen alignment with evolving labour market needs.

▪ Overview of the Accreditation Site Visit

The accreditation site visit at Alterbridge University on March 9, 2026 was a detailed one-day review carried out by an NCEQE expert panel and focused on the Bachelor of Business Administration and Digital Management programs taught in Georgian language. The visit

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

combined document review, a preparatory meeting, structured interviews, and a tour of the university's facilities, and the institution's resources were observed to be of a good standard.

The panel reviewed the program self-evaluation materials and assessed how the Bachelor of Business Administration and Digital Management program aligned with the accreditation standards, including objectives, learning outcomes, curriculum structure, staffing, and available resources. The self-evaluation materials also show that the program is a 180 ECTS bachelor's-level offering in the field of Management and Administration, delivered in Georgian language at the Bagebi campus in Tbilisi.

During the on-site visit, the panel met with key stakeholder groups, including university leadership, academic staff, students, alumni, and employers, to test how the program functions in practice and whether the stated learning outcomes and labor-market relevance are being achieved. The self-evaluation report indicates that the program's development process involved broad stakeholder participation, which supports the collaborative nature of the review.

The institution's facilities and learning resources were toured as part of the visit, and the available infrastructure was described as strong and supportive of program delivery. The overall process appears to have been efficiently organized, with the university demonstrating effective internal coordination during the self-assessment and review preparations. The report also emphasizes that the program was evaluated against comparable Georgian and foreign programs and that improvements were identified and addressed through a structured internal process.

The visit was conducted in a constructive and collaborative atmosphere, with open engagement from the university community and a clear emphasis on quality enhancement rather than a purely formal compliance check. The panel composition, student representative, quality assurance expert, education field experts, and an NCEQE representative, further reflects a balanced and participatory review process. At the end of the visit, the panel chair shared its initial findings with Alterbridge University, concluding the site visit with direct feedback to the institution.

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

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

- Substantially complies with requirements

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

- Complies with requirements

- 3. Student Achievements, Individual Work with them**

- Complies with requirements

- 4. Providing Teaching Resources**

- Complies with requirements

- 5. Teaching Quality Enhancement Opportunities**

- Complies with requirements

- **Recommendations**

- Although in general PLOs comply with standards, it is recommended to describe them in more specific ways. This is important for precision and measurability rather than for substantive alignment. For example, the following PLOs,
 - Describes modern business concepts and models based on theoretical aspects of complex areas of business administration;
 - Current processes in the economy and business, modern trends, directions, latest achievements and challenges of business development and management in the context of globalization and digital transformation;
 - The importance of innovations and the free market for entrepreneurial activity and business development;
- It is recommended to revise the program learning outcomes map according to the levels of familiarization, deepening and reinforcement and their correspondence to the outcomes of the training courses. (1.2)

- **Suggestions for Programme Development**

- It is suggested to refine some of the programme objectives in more precise and specific way to make them more clear for the key stakeholders. This can help in making the measurable achievement indicators better (e.g., graduate employment fields, progression to master's studies, involvement in digital projects). (1.1)
- It is suggested that all key stakeholders groups should be able to consistently formulate the distinctiveness of the new Georgian-language track versus the existing English-language programme. (1.1)
- It is suggested to increase the number of courses delivering M-level outcomes, especially in core subject areas such as finance, marketing, operations. (1.2)
- It is suggested to consider a more detailed PLO evaluation policy mandating annual cycles with predefined benchmarks and mixed direct/indirect methods, integrated across all BBA programs after the start of this new programme. (1.3)
- It is also important to institutionalize external stakeholder feedback loops through annual surveys and advisory boards for all programmes to ensure labor market alignment. (1.3)
- It is desirable to add new training courses in the direction of marketing and digital technologies to the training courses by choosing a program specialty, which strengthens the program's compliance with international academic standards (1.4).
- It is suggested that the total number of memoranda be aligned with the projected number of students to ensure adequate placement opportunities. This approach would help maintain balance between available placements and student demand, preventing potential shortages or mismatches in future academic cycles. (2.2)
- It is suggested that the program diversify its revenue sources beyond tuition fees. (4.5)
- Increase the involvement of staff in the programme development and planning. (5.1)

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

Not Applicable

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

Following a thorough review of the university's revised argumentation, the panel conducted an additional evaluation incorporating the supplementary information provided. The panel has decided to uphold its position on two recommendations, considering them both relevant and necessary. However, recommendation 1.5 has been withdrawn, along with the associated revisions in the corresponding section of the argumentation. This decision reflects careful consideration of the HEI's justification regarding recommendation 1.5. All other aspects of the report, including the remaining recommendations and suggestions, remain unchanged.

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

Not Applicable

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

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	Substantially
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	Select Appropriate
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Select Appropriate
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 Georgian-language BBA in Business Administration and Digital Management at ALTERBRIDGE are largely compliant with NCEQE Standard 1.1, but they would benefit from clearer articulation, stronger internationalization, and more explicit measurability.

The SER and related documentation indicate that the programme aims to prepare graduates with broad, up-to-date knowledge of business administration and digital transformation, enabling them to work as lower- and middle-level managers or to continue to master's studies, which appears to be realistic and aligned with level 6 of the NQF and the Business Administration sectoral benchmark. The objectives reflect field specificity by emphasizing core functional areas of business, digital technologies, and management of organizational processes in a global, technology-driven context. They are consistent with Alterbridge's mission to act as a "bridge" between education, employment, and societal development, and with its strategic goal of designing practice-oriented programmes tailored to labor market needs.

Labor market orientation is evidenced through reference to employer consultations, comparison with Georgian and foreign programmes, and explicit focus on employability and entrepreneurial skills in a digitalized economy, although the link to concrete labor market data and internationalization trends is described in general rather than in any specific operational terms. The objectives and learning outcomes are made public via the university website and programme documentation, and stakeholders (academic staff, invited staff, students, graduates, and employers) were involved in defining learning outcomes, which supports shared understanding, though interviews suggest that not all stakeholder groups can consistently formulate the distinctiveness of the new Georgian-language track versus the existing English-language programme.

Some formulations of the objectives remain relatively broad (e.g., "highly qualified specialists" or "acknowledgment of recent achievements") and are not systematically translated into specific, measurable programme-level outcome indicators. The panel has raised this issue during the site visit. The internationalization dimension, beyond generic references to globalization and digital transformation appears underdeveloped, with limited explicit mention of international mobility, regional integration, or comparative perspectives in the objectives themselves.

The programme's knowledge, skills, and autonomy descriptors correspond well to the Business Administration sectoral benchmark at level 6, covering theoretical understanding, analytical skills, digital business management, teamwork, leadership, ethics, and readiness for further study. The

logical connection between objectives, learning outcomes, and curriculum content is described in the SER and supported by a curriculum map, indicating formal compliance with NCEQE Standard 1.1.

Evidences/Indicators

- Panel interviews;
- Self-Evaluation Report;
- Bachelor's degree program in Business Administration and Digital Management;
- Mission of the institution - website <https://alterbridge.edu.ge/mission-vision-values/>
- University Strategic Development Plan - <https://alterbridge.edu.ge/wp-content/uploads/2025/09/saqmianobis-angarishi-da-strategiuli-ganvitarebis-gegma.pdf>
- Labor market and employer requirements analysis document
- University website - <http://alterbridge.edu.ge>
- Strategic and Action Plan of the institution;
- Results of the employer survey.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to refine some of the programme objectives in more precise and specific way to make them more clear for the key stakeholders. This can help in making the measurable achievement indicators better (e.g., graduate employment fields, progression to master’s studies, involvement in digital projects).
- It is suggested that all key stakeholders groups should be able to consistently formulate the distinctiveness of the new Georgian-language track versus the existing English-language programme.

Evaluation

Please, evaluate the compliance of the programme with the component

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 BBA in Business Administration and Digital Management at Alterbridge demonstrates a generally good level of compliance with NCEQE Standard 1.2, but some aspects of the programme learning outcomes would benefit from clearer structuring and more precise formulation.

The SER shows that programme learning outcomes are explicitly linked to the programme objectives, the business administration field, and Level 6 of the NQF, and that they are grouped under knowledge and understanding, skills, and autonomy/responsibility, in line with NCEQE accreditation standards' expectations. Outcomes emphasize modern business concepts, digital transformation, leadership, project work, and ethical responsibility, which appears to reflect both the specificity of business administration and current labour market demands, including digitalization trends. The SER also confirms alignment with the university mission and strategic plan, as well as with sectoral benchmarks for business administration and relevant national descriptors. Stakeholder involvement in formulating and reviewing the outcomes (academic and invited staff, students, graduates, employers) is well documented and supports their relevance and realism. Learning outcomes are publicly available via the programme documentation and website, which supports transparency for internal and external stakeholders.

However, some outcomes are formulated in a broader way that combine several elements (e.g., multiple actions or contexts), which may reduce measurability and make assessment less transparent. The skills dimension in particular merges analytical, digital, teamwork, research, and communication outcomes in ways that could complicate clear performance indicators and mapping to specific course components. In addition, the digital management dimension, while present, could be articulated more explicitly as distinct learning outcomes to reflect the stated programme profile and labour market positioning.

Some outcomes are overly broad and lack specificity, making them difficult to assess and align with measurable competencies. They combine multiple complex concepts such as theoretical knowledge, market dynamics, and innovation without clearly defining expected skills, application levels, or learning boundaries. As a result, the outcomes do not provide sufficient guidance for curriculum design or performance evaluation.

The presence of M-level (Mastering) outcomes is particularly important, as Georgian legislation requires that graduates not only acquire knowledge but also demonstrate the ability to apply, analyze, and take responsibility in complex contexts. M-level outcomes are clearly present in key integrative and capstone components, such as Practice and Bachelor's Thesis, but several core business disciplines (e.g., finance, marketing, operations) remain mostly at I and P levels, which may limit the depth of mastery in these areas. Some learning outcomes, especially those related to research skills and independent decision-making are not sufficiently reinforced at the M level across multiple courses. A more balanced integration of mastering-level learning throughout the curriculum would significantly enhance alignment with accreditation standards and international best practices.

Also, the program learning outcomes map does not fully reflect the results that a student will achieve if he completes a specific learning component. For example, in the case of Principles of Economics, Legal Environment of Business and other courses, project preparation is proposed as a teaching-learning method, although the program outcome map does not indicate that these courses provide access to the fifth outcome (develops a research/practical project/paper in

accordance with predetermined guidelines and demonstrates it using information and communication technologies).

Overall, the programme learning outcomes are clearly linked to objectives, NQF Level 6 requirements, and sectoral benchmarks in business administration, and they support both employability and progression to master's level, indicating partial compliance with Standard 1.2.

Evidences/Indicators

- Panel interviews;
- Self-Evaluation Report;
- Strategic and Action Plan of the institution;
- Results of the employer survey;
- Educational program and syllabi;
- Educational program curriculum map;
- Program implementation personnel;
- Procedures for planning, developing, approving, developing, amending and canceling educational programs;
- Analysis of labor market and employer requirements;
- University website <http://alterbridge.edu.ge>

Recommendations:

- Although in general PLOs comply with standards, it is recommended to describe them in more specific ways. This is important for precision and measurability rather than for substantive alignment. For example, the following PLOs,
 - Describes modern business concepts and models based on theoretical aspects of complex areas of business administration;
 - Current processes in the economy and business, modern trends, directions, latest achievements and challenges of business development and management in the context of globalization and digital transformation;
 - The importance of innovations and the free market for entrepreneurial activity and business development;
- It is recommended to revise the program learning outcomes map according to the levels of familiarization, deepening and reinforcement and their correspondence to the outcomes of the training courses.

Suggestions for Programme Development

- It is suggested to increase the number of courses delivering M-level outcomes, especially in core subject areas such as finance, marketing, operations.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Partially

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

This critical analysis evaluates the compliance of Alterbridge University's Bachelor in Business Administration and Digital Management program with Standard 1.3. Standard 1.3 requires a defined, consistent, and transparent mechanism for evaluating Programme Learning Outcomes (PLOs), involving data definition, collection, analysis, and use of results for program improvement, with specific elements like stakeholder involvement, benchmarks, staff training, and result communication.

The SER demonstrates several strengths in addressing Standard 1.3. Alterbridge has established formal documents such as the "Procedures for the Planning, Development, Approval, Amendment, and Cancellation of Educational Programs" and the "Mechanism for Assessing Program Learning Outcomes," which outline indicators, procedures, methods, tools, target indicators, and assessment stages for PLOs. These are described as public and accessible via the university website, promoting transparency. Additionally, curriculum maps linking program objectives, PLOs, and courses have been developed, along with a dedicated PLO assessment plan, showing proactive structuring of the evaluation process. Academic and invited staff receive systematic training on accreditation standards, the National Qualifications Framework, and PLO assessment tools, ensuring familiarity and skill development.

Despite these positives, some gaps exist that may help in improving evaluation mechanism of PLOs. The SER lacks some evidence of external stakeholder involvement (e.g., employers, alumni, professional associations) in the PLO evaluation cycle, mentioning only internal working groups and program implementers for assessments; while employers and students contributed to self-evaluation team composition, no ongoing role in data collection or analysis is specified. This is important as Standard 1.3 requires field-appropriate methods involving externals to validate real-world relevance of PLOs, potentially leading to misaligned graduate competencies.

Communication of PLO evaluation results to stakeholders is claimed via the website but lacks specifics on frequency, formats, or recipients beyond staff especially for other relevant key stakeholders. Further efforts in quantitative data, graphics, or concrete examples can help in mechanisms, especially for a new program, which could result in better PLO achievement.

Panel was not able to find detailed information on benchmarks or target performance levels for individual PLOs as the SER only referencing limited "target indicators" without specifics (e.g., pass rates, skill proficiency thresholds), hindering regular monitoring and objective measurement. Perhaps this is not detailed being a new programme put for initial accreditation. The description of the evaluation cycle, defining, collecting, and analyzing data is asserted but could have been better if evidenced with examples like sample data, analysis reports, or timelines, creating vagueness and unverifiability. For instance, while a "plan for assessing the program's learning

outcomes" is listed as evidence, no outcomes from prior assessments (even from the related English BBA program) or resultant improvements (e.g., curriculum changes) are provided. This could have been better to see results driven program enhancements with similar evidence.

Evidences/Indicators

- Panel interviews;
- Self-Evaluation Report;
- Educational program and syllabi;
- Educational program Curriculum map;
- Procedures for planning, developing, approving, developing, amending and canceling educational programs;
- Mechanism for assessing the learning outcomes of the educational program;
- Plan for assessing the learning outcomes of the bachelor's program;
- University website <http://alterbridge.edu.ge>.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to consider a more detailed PLO evaluation policy mandating annual cycles with predefined benchmarks and mixed direct/indirect methods, integrated across all BBA programs after the start of this new programme.
- It is also important to institutionalize external stakeholder feedback loops through annual surveys and advisory boards for all programmes to ensure labor market alignment.

Evaluation

Please, evaluate the compliance of the programme with the component

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 Bachelor's program "Business Administration and Digital Management" is compiled using the methodology of planning and development of educational programs operating at the Higher Education Institution. The content, volume and complexity of the program correspond to the level of study. The program is built in accordance with the rules established by the legislation of Georgia and in accordance with the ECTS - European Credit Transfer and Accumulation System. In particular, the volume of the program is 180 ECTS credits (1 ECTS credit = 25 hours). The average annual student workload is 60 credits (30 credits per semester). Accordingly, the duration of the program is 3 years. Different volumes of ECTS credits are determined for different study courses, depending on the specifics of the course.

In the structure of the program, the study courses corresponding to the main field of study (142 ECTS) include mandatory study courses (132 ECTS) and elective study courses of the main field of study (10 ECTS), while the study courses of the free component of the program (38 ECTS) include mandatory study courses of the free component (28 ECTS) and optional courses (10 ECTS), which the student chooses from any of the university's bachelor's degree programs, provided that the relevant prerequisites are met.

The relevance of the content and structure of the program was assessed based on the awarded qualification. The content and structure of the program are in accordance with the awarded qualification and ensure the achievement of the program's learning outcomes. It presents all the main subjects defined by the business administration sector document. Within the framework of the program, students will study modern concepts and models of business based on the theoretical basis of complex areas of business administration; also, they will discuss current processes in the economy and business, the impact of globalization and digital transformation on modern trends in business development and management; the use of innovations in business, management and entrepreneurial activity. In addition, the "Digital Management" reflected in the name of the program responds to the acquisition of knowledge about the aspects of the development of the digital direction and its impact on business through such training courses: Such as: "Principles of Digital Technologies", "Fundamentals of Artificial Intelligence", "Digital Marketing and E-Commerce", "Digital Product Management", and "Digital Transformation and Business Sustainability".

The content of the program, based on the characteristics of the field of study and the level of the program, takes into account the main issues of internationalization. The program focuses on the enhanced teaching of practical and sectoral courses of the English language. In addition, the latest English-language educational literature has been introduced into a number of study courses, and the study courses have a prerequisite for the corresponding level of the practical course of the English language.

The structure of the program is consistent. The educational and practical components included in the program are logically interconnected and develop in terms of content. The prerequisites for admission to the subsequent component are adequate. In the final semester of the program, a bachelor's thesis and practice are offered, which ensures the consolidation of the program's learning outcomes. In addition, information about prerequisites is provided in the program curriculum and the syllabus of individual study courses.

However, when examining the self-assessment report and the attached documents submitted to the experts, including the program learning outcomes map, it was found that not all outcomes cross through the stages of introduction, practice and mastering. In addition, in a number of cases, after the mastering of the learning outcome is a stage of practice the same outcome is

given through another course, which requires revision. During the visit, the institution presented a new version of the program learning outcomes map, where the aforementioned discrepancy was eliminated, although the recommendation was maintained by the expert group. The relevant recommendation was issued in the component 1.2.

The expert group determined that the core courses of the program's specialization provide the appropriate qualification, however, the marketing direction is less represented in the elective courses, unlike the finance or management directions. It is desirable that in the process of program development, the institution should focus on developing new courses in this direction (for example, international marketing, strategic marketing, marketing research). This was also noted during the interview process with employers. Also, the competitive advantage of the program will be further strengthened if the program presents such subjects as digital tools and platforms; data analysis and digital analysis, etc.

The program takes into account the results of new research and modern achievements in the field. The mandatory literature includes the latest publications along with other publications from previous years. During the interview process with the self-assessment group, it was noted that in case of accreditation of the university program, it will continue to work on developing readers for the courses. Also, the university budget has allocated funds for translating books. They can also develop a textbook within the framework of a university grant project. It was also noted that the university is implementing an Erasmus + project, within the framework of which they have access to WOS and plan to work on new readers.

The development and implementation of the program is carried out on the basis of the "Methodology for Planning, Developing and Developing Educational Programs". All interested parties (academic/scientific/visiting staff, students, graduates, employers, etc.) are involved in the program development process.

The university ensures the publicity and accessibility of information about the program to all interested parties.

Evidences/Indicators

- Self-assessment report
- Educational program and syllabi
- "Methodology for Planning, Developing and Developing Educational Programs";
- Program learning outcomes assessment mechanism
- University website <http://alterbridge.edu.ge>,
- Interview results.

Recommendations:

- None

Suggestions for the programme development

- It is desirable to add new training courses in the direction of marketing and digital technologies to the training courses by choosing a program specialty, which strengthens the program's compliance with international academic standards.

Evaluation

Please, evaluate the compliance of the programme with the component

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 courses within the core study area of the Bachelor of Business Administration and Digital Management programme are designed to help students gain relevant knowledge and develop essential skills aligned with the Bachelor's level. The curriculum map clearly shows that all mandatory courses support and align with the overall program learning outcomes. Additionally, each course syllabus is structured so that its content matches the course-specific learning outcomes, which are also consistent with the requirements of the National Qualifications Framework for first-cycle higher education. The credit allocation for each course, including contact and independent hours, is clearly defined in both the program curriculum and the course syllabus, and is aligned with the course content and learning outcomes. The balance between contact and independent hours is determined based on the specific nature and objectives of each course.

The third week of the Project Management course introduces several key topics, including project objectives, the project charter, work breakdown structure (WBS), network diagrams, the critical path method (CPM), and Gantt charts. These are all important components that contribute to a comprehensive understanding of project management. Given the breadth of material covered within two contact hours, it may be helpful to consider how students can best engage with both the conceptual and practical aspects of these topics. Ensuring sufficient time for application and reflection could support deeper learning and help students build the analytical and practical skills expected at the bachelor level.

The required literature and additional learning resources listed in the syllabi are aligned with the course learning outcomes, reflect current developments in the field of business administration, and support the programme's compliance with modern academic standards. The university also provides an integrated online library catalog, giving students and staff access to a wide range of international electronic databases. This information was confirmed through interviews, and students and staff expressed satisfaction.

Evidences/Indicators

- Educational program and syllabi
- Educational program curriculum
- “Methodology of planning, development and implementation of educational programs”
- Interview results

Recommendations:

- None

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	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 prerequisites for admission to the program submitted for evaluation are as follows:

A student of the Bachelor's educational program may become a person with complete general education based on the results of the Unified National Examinations or a person who meets the conditions established by law for enrollment in the Bachelor's educational program without the Unified National Examinations or through mobility. The subjects to be passed in the Unified National Examinations are determined (Georgian language and literature; one of the foreign languages: English/German/French/Russian; one of the following subjects: mathematics/history) subject to overcoming the minimum competency threshold.

The program provides information on the possibilities of enrolling in the program through mobility, obtaining the right to study in the program without passing the Unified National Exams, and

enrolling without the Unified National Exams. Enrollment in the program, or enrollment through transfer from a recognized higher educational institution of a foreign country, is carried out based on the decision of the Ministry of Education and Science of Georgia.

The prerequisites for enrollment in the program take into account the specifics of the program, ensuring the inclusion of individuals with the necessary knowledge, skills and competencies to overcome the program. The prerequisites for admission to the program are logically related to the program outcomes, content of education, level, qualification and language of instruction.

The expert group had a question: in case of passing history as a third subject, to what extent will students be able to study such mathematical components as “Calculus for Business”, the study objectives of which include, among others, “derivatives, differentials of basic functions, their geometric and physical meanings, basic properties of indefinite and definite integrals, as well as basic methods of their calculation, knowledge of general and particular solutions of some differential equations.” Further, “Calculus for Business” is a prerequisite for “Statistics for Business.” The program leaders noted in relation to this issue that the experience of both theirs and other universities shows that students pass the program even if they pass history as a third subject on the national exams. They will monitor the students’ assessments, study the situation and, if necessary, change the prerequisites of the program.

In addition, the program offers a practical English course as a mandatory course, the study of which begins with the Practical English Course I (B1.2) level, the mandatory study literature of which is English File – Intermediate (Students’ book) 4th edition – Clive Oxenden, Christina Latham-Koenig, Paul Seligson (Oxford University Press), 2019. Considering that an applicant can pass German/French/Russian at the Unified National Examinations, it is permissible for a student who does not have a basic level of English to start studying on the program. The self-assessment report states that a student who does not have a basic level of English knowledge up to the B1.1 (pre-intermediate) level, based on the decision made by the university, considering his/her level of English proficiency, begins studying the English component from the A1 (Elementary), A2 (Elementary) or B1.1 (pre-intermediate) level. The student can take the mentioned courses/courses within the framework of the free/elective component, the issue of how the mentioned initial level English language courses and the English language practical course I (B1.2) will be studied simultaneously in one semester, in the first semester, required clarification. During the interview process with the self-assessment group, it was noted that in such a case, the student first takes the English language practical course A1 (Elementary), and from the next semester continues to study the next level of English.

The prerequisites and procedures for admission to the program comply with the current legislation. The program is approved based on the document on the methodology for planning, development and development of educational programs. Within the framework of planning the educational program, the relevance, need and necessary resources of the program are determined. The higher education institution determines the methodology for planning the contingent of students for the educational program, which takes into account the specifics of the programme, the resources of the institution and ensures the smooth implementation of the educational process. In case of accreditation of the program, the prerequisites for admission to the program will be posted on the university website, as well as in the Unified National Examinations Directory. Accordingly, the information and procedures will be public and accessible to interested parties.

Evidences/Indicators

- Self-assessment report
- Educational program and syllabi
- Rules regulating the educational process;
- Methodology for planning the student contingent
- Bachelor's degree regulations;
- University website <http://alterbridge.edu.ge>

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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 program, in accordance with the learning outcomes and level, ensures the development of practical and research skills for students. In particular, the program defines the main training components: Project Management according to PMI standards (5 ECTS credits), Research Methods in Business (4 ECTS credits), Practice (10 ECTS credits) and Bachelor's Thesis (10 ECTS credits). In addition, specific training courses use practical teaching-learning methods, such as discussion of practical situational examples, which promotes knowledge transfer and leads to the application of theoretical knowledge in practice; role-playing; project preparation and/or project-based learning, etc.

The practical component of the program is organized and planned in accordance with the learning outcomes of the program and corresponds to the level of training.

During the internship and/or in the case of involvement in a research project, the student is supervised by a qualified person in the field, who evaluates the student's activities. In particular, according to the internship syllabus, the internship process takes place in contact hours (consultations with the internship supervisor, direct work with the mentor, fulfillment of his instructions and assigned tasks, keeping an internship report) and independent work format.

The student will engage in the professional activities of the institution in daily activities at the internship site; will perform certain activities within the scope of the work assigned to him; will submit information/diary on the performance of daily activities to the appropriate supervisor using various means of communication; will also understand the specifics of the service in daily activities, identify particularly developed areas, as well as identify existing problems and participate in the process of solving them; - also engage in other activities in accordance with the internship regime), daily describe the work performed in the internship report and after completing the internship, draw up an internship report, which will be defended publicly. In addition, the internship is supervised by a university representative who is responsible for the implementation of the internship. The internship supervisor supports students in resolving problems arising during the internship process and monitors the integrity of the internship. In order to fully implement the internship, the receiving institution will assign a mentor who will directly supervise the students at the institution.

As for the bachelor's thesis, the student's selection of the topic and supervisor of the bachelor's thesis, within the framework of the Bachelor's Program in Business Administration and Digital Management, taking into account the prerequisites for admission, takes place no later than the first academic week of the sixth semester of study.

According to the rules for the performance and evaluation of the bachelor's thesis - the supervisor of the bachelor's thesis/project - supervises the student's work, helps him/her in developing and formulating the topic of the thesis/project, selecting sources, formulating the problem, forming questions and hypotheses, gives general instructions on the current challenges of the field and the implementation of work in the relevant direction. The supervisor of the bachelor's thesis/project evaluates the thesis/project completed by the student.

The expert group requested and studied the bachelor's theses and practice diaries of students of related specialties. As well as, specifically, the memorandums signed with the practice facilities in order to assess their compliance with accreditation standards. The University presented 33 memorandums with companies and organizations

The institution presented agreements/memorandums signed with internship facilities and employers - 33 memorandums, the majority of which are drawn up in compliance with the requirements of accreditation standards, although there are several exceptions, which, due to the request submitted by the company, do not specify the number of students to be accepted. 90% of the memorandums take into account the number of students to be accepted for internship, as well as the purpose, outcome and duration of the internship; Memoranda signed with internship facilities and employers contribute to the achievement of the learning outcomes envisaged by the program.

The development of transferable skills is facilitated by the free component (38 ECTS credits) and free component elective courses (10 ECTS credits) provided by the bachelor's program. Within the framework of free credits, students have the opportunity to choose both elective courses of the existing program, as well as courses of any educational program, in compliance with the prerequisites and level of study. In order to promote the development of practical and research, as well as transferable skills, the university organizes a university student conference and encourages them to participate in scientific conferences and projects - at least one student university conference is held annually. The materials are posted in the library and on the website. Various cultural, sports, cognitive and charitable events are also held, which was mentioned in interviews with the university administration and students of the adjacent program. The university

has a mechanism for supporting student initiatives/projects, which finances the implementation of student-led, educational, cultural and sports initiatives. During the interviews, it was noted that the university provides students with encouragement for extracurricular activities. Conferences, public lectures, training are held. The university website will provide information about student events.

Evidences/Indicators

- Self-assessment report
- Educational program and syllabi
- Methodology for planning, developing and developing educational programs;
- Rules for completing and evaluating the bachelor's thesis;
- Internship Regulations <https://alterbridge.edu.ge/wp-content/uploads/2025/09/praktikis-debuleba.pdf>
- Internship diaries
- Bachelor's theses
- Memoranda/agreements with employers and internship sites;
- University website <http://alterbridge.edu.ge>

Recommendations:

- None

Suggestions for the programme development

- It is suggested that the total number of memoranda be aligned with the projected number of students to ensure adequate placement opportunities. This approach would help maintain balance between available placements and student demand, preventing potential shortages or mismatches in future academic cycles.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing 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

The teaching methods and activities of each course/subject of the program correspond to the level of education, the content of the course/subject, the learning outcomes, the requirements of the field characteristics and ensure their achievement. The program includes lectures, explanatory, demonstration, independent work, group work, brainstorming, discussion, debates, problem-based learning. Case-based learning, case study, collaborative learning, role-playing games, book work and written work, presentation, portfolio, project preparation and/or project-based learning.

Teaching-learning methods ensure the active involvement of students in the learning process, interaction between staff and students, as well as between students. They provide for the participation of students in the learning process with due autonomy and responsibility and are aimed at the development of various skills by students. This was confirmed by studying the components of teaching-learning methods of the syllabi of the study courses. Based on the specifics of the training courses, a different combination of teaching and learning methods is selected and is related to the results of the training course.

Teaching and learning methods are flexible and take into account the individual needs of students. If necessary, an individual program is used, drawn up in accordance with the interests and level of academic preparation of the student.

Teaching and learning methods contribute to the achievement of the learning outcomes of the educational program, the assimilation of specific material, and the development of the student's transferable skills. Teaching and learning methods allow demonstrating the general correspondence of the student's learning outcomes and field characteristics. During the interview process, it was emphasized that the teaching and learning methods used in the training courses serve to a large extent to the fulfillment of practical tasks.

The method of working on the practice object is used to conduct practice - the student directly participates in the process of implementing the activities of the practice object, develops professional and technical skills of practical activity. Gets acquainted with the specifics of the practice facility, collects data to prepare a practice report. The student keeps a practice diary at the practice facility.

Evidences/Indicators

- Self-assessment report
- Educational program and syllabi
- Methodology for planning, developing and developing educational programs;
- Rules for completing and evaluating the bachelor's thesis;
- Practice regulations <https://alterbridge.edu.ge/wp-content/uploads/2025/09/praktikis-debuleba.pdf>
- Practice diaries
- Bachelor's theses
- Interview results

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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

Student evaluation at Alterbridge University is carried out in accordance with clearly defined and consistently applied procedures, ensuring that all students are assessed under equal conditions. It fully complies with all relevant laws, regulations, and institutional policies, upholding academic integrity and accountability throughout the assessment process. Evaluation components, methods, and criteria are transparent, accessible, and known in advance to the student.

At Alterbridge University, the achievement of learning outcomes within educational programs is evaluated in accordance with Georgia's national higher education credit system. The assessment of student performance at the university consists of two main components: intermediate and final evaluations, with a maximum score of 100 points. The structure and methods of assessment are determined by the course lecturer (syllabus author), who selects appropriate forms of evaluation based on the specific nature of the subject. These assessments may be further divided into individual components. The lecturer is also responsible for selecting the teaching and learning methods, as well as the criteria for evaluation, ensuring they align with the intended learning outcomes of the course. The prerequisite for admission to the final exam is overcoming the minimum competency threshold of the intermediate assessment.

The Alterbridge University communicates information about its academic programs — including their structure, content, teaching approaches, and evaluation methods — through various channels. These include program descriptions and catalogs, course syllabi available in the electronic learning management system, as well as consultations with administration and academic staff. Since this program is new, the information was confirmed by students from other programs.

Students are also given the right to appeal the evaluation of their learning outcomes. The relevant procedures are explicitly detailed in the regulation governing the learning process. Student awareness of these rules is ensured through the public availability of information and dedicated informational meetings. The students confirmed this information and expressed their satisfaction.

Students receive regular, constructive feedback on their learning outcomes, enabling them to clearly understand their academic progress and level of achievement. This feedback not only reflects their performance against established criteria but also supports their ongoing

development by identifying individual strengths and areas that require further improvement. Students confirmed the availability and usefulness of this feedback and expressed a high level of satisfaction with both the process and its impact on their learning and development.

Evidences/Indicators

- Self-evaluation Report
- Electronic student assessment system ini.ge
- Educational programs, syllabi
- Regulation on the learning process provision
- Interview Results

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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.

1.3 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

Alterbridge operates a dedicated Student and Alumni Relations Office as part of its structural units. Within the scope of student services, the office provides comprehensive information to all interested individuals, covering both academic matters and various aspects of extracurricular and student life activities. Students are regularly informed about local and international projects, conferences, and other relevant opportunities.

In addition, Alterbridge supports students in planning their educational pathways, enhancing academic performance, and accessing career development services. This includes employment guidance and counseling tailored to students' professional goals. To ensure effective communication and engagement. The university organizes employment forums that provide students with comprehensive insights into the challenges and opportunities of both Georgian and international labor markets. These forums are designed to support students in making informed career decisions and to facilitate their employment opportunities when desired.

To support the planning of the educational process and enhance academic performance, students at Alterbridge University receive comprehensive guidance from various institutional bodies, including faculty administration, academic and visiting staff.

Student engagement at university demonstrates a consistently high level of participation across academic, scientific, and social domains. Students are actively involved in working groups, various student-led initiatives, research projects, and international events. The university actively promotes and supports student involvement by valuing their input and fostering an educational environment centered on personal and professional development.

To facilitate academic development, the university utilizes an electronic learning management system that allows students to regularly track their academic performance, accumulated credits, and administrative activities. Student life at the university is engaging. Feedback from graduates reflects strong satisfaction with their academic journey, the support provided by the institution, and the opportunities offered after graduation.

To enhance and optimize student support services, the university systematically carries out student surveys to obtain feedback on different aspects of the overall student experience. The analysis of this feedback enables the university to recognize its strengths and pinpoint areas that require improvement, ensuring that student needs are addressed effectively. During interviews, both current students from other programs and alumni emphasized the significance of these surveys, noting that their involvement in the feedback process has contributed to tangible improvements in student services over time. The insights collected through this process allow the university to better align its support mechanisms with student expectations and to continuously adapt to their changing needs.

In the area of international cooperation, the university continuously initiates new opportunities. Approved initiatives are actively implemented, while relevant structural units work on developing effective methods to strengthen the university's presence and competitiveness in the international arena.

Evidences/Indicators

- Regulatory documents
- Web-page
- Interview Results
- Self-evaluation report

Recommendations:

- None

Suggestions for Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Describe, analyse and evaluate the compliance of the education 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 students	
Number of master theses supervisors	
Number of master's students	
Ratio - supervisors of master's theses/master's students	

Evidences/Indicators

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

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

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 university has implemented the selection and appointment system for academic and invited staff, aligning with Georgia's legal framework and the university's internal regulations titled "Rules for the Selection/Appointments of Academic and Invited Staff." This dual approach ensures that only qualified individuals are appointed to academic positions, maintaining both legal compliance and high standards of excellence in the university's faculty.

The Bachelor's program "Business Administration and Digital Management" is supported by a highly qualified team, ensuring that students receive a robust educational experience. The programme is led by faculty members with appropriate academic qualifications and practical experience. Their qualifications include not only completed scientific works, but practical experience that demonstrates their expertise in the field. During the site-visit, also based on the analysis of personal files of academic and invited staff, they confirmed that their qualifications are fully compliant with qualification requirements, functions and applicable legislation. Lecturers implementing educational programme of the university are authors, co-authors, editors and translators of various monographs and textbooks; They have also participated in both local and international scientific conferences and symposiums.

The hourly workload schedule of academic and invited staff of bachelor's programmes presented in the program is updated every semester. The scheme includes teaching, scientific-research and other workload, and also considers the workload in all institutions, where they hold an academic or scientific position.

Through a range of interviews with selected students in relevant programmes, the panel of experts noted that the student body was of the opinion that human resources were well organized to best support the teaching requirements of the courses of study, including support and administrative staff. This comprehensive framework ensures that students in the programme benefit from a rich learning environment guided by experienced professionals.

The head of the educational programme has the necessary knowledge and experience for the development of the programme. Administrative and support personnel with the appropriate number and appropriate competence are involved in the implementation of the educational programme.

The programme also features guest lecturers and industry experts who bring valuable insights and real-world experience. Their qualifications are verified based on their knowledge and competence, ensuring they contribute effectively to student learning outcomes. All personnel involved in the programme are appointed through an open competition process.

The HEI has the "Methodology for planning the contingent of academic staff and students". It should be noted that the number of academic (also affiliated) staff indicated in the SER has increased based on the quantitative data.

The programme maintains an adequate number of staff in relation to the student body, which is essential for effective teaching and support. Here are the key points regarding the staffing:

Staff Composition - A total of 62 individuals are involved in implementing the programme. This includes 42 academic staff members and 20 invited specialists (20 affiliated), providing a balanced approach to education.

The academic team consists of 3 professors, 11 associate professors and 6 assistant professors.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	42	32	18	7
- Professor	3	3	3	2
- Associate Professor	11	11	7	8
- Assistant-Professor	6	1	3	2
- Assistant	2	1	-	1
Visiting Staff	20	10	10	-

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

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

Scientific Staff				-
Including International Staff				

Evidences/Indicators

- o Rules for the Selection/Appointments of Academic and Invited Staff;
- o Job descriptions, qualification requirements;
- o Methodology for determining the number of academic and visiting personnel of the programme;
- o Methodology for planning the contingent of academic staff and students;
- o Workload, functions and duties of persons involved in consulting services (academic and invited staff, structural units) their job descriptions;
- o Additionally requested document - Strategy of scientific-research and creative activity of the educational university;
- o Electronic student evaluation system ini.ge;
- o Website <https://alterbridge.edu.ge/en/>;
- o Interview Results.

Recommendations:

- o None

Suggestions for Programme Development

- o None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	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

Describe, analyse and evaluate the compliance of the education 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.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

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

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Select Appropriate

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 comprehensive framework to enhance the quality of its educational and research activities. The emphasis on collaboration with both Georgian and foreign experts is particularly noteworthy, as it can bring diverse perspectives and best practices into the evaluation process.

The "Plan - Do – Check - Act" cycle reflects a commitment to continuous improvement, ensuring that both teaching and learning are regularly assessed and refined. This systematic approach is crucial for maintaining high academic standards and fostering an effective learning environment.

The evaluation process at the university is focusing on both - scientific and pedagogical development for academic staff. In case of scientific support, HEI hosts scientific-practical conferences and publishes a scientific journal, also collaboration on joint projects with international partners can enhance research quality and broaden the scope of academic inquiry. In case of pedagogical development, direct observation of the educational process by the quality assurance service during classroom/online classes is ongoing. During the site visit academic and invited staff mentioned practice of collegial assessment as well.

One of the main strong points of the university is the practice of organizing regular seminars, which are organized and fully funded by the "Innovative Education Center" and "Altebridge Teaching Center". Information about planned seminars and events (also regularly organized - different speakers are invited) is available at the university web page. A system of promotion and incentives has been implemented in the university, which is written in the personnel development policy document. In addition, the university conducts a staff satisfaction survey every year, which allows them to express their opinions on various issues.

Evidences/Indicators

- The results of the staff performance evaluation and satisfaction survey and their use in staff management and development;
- Documentation of measures (teaching, qualification raising courses) implemented for the purpose of development of academic and guest personnel;
- Events implemented for the development of academic and guest personnel (teaching s, business trips, qualification raising courses, conferences, exchange, international and/or local projects that serve to develop professional and/or teaching skills);
- Concept of research activity;
- Strategy of attraction and inclusion;
- Internationalization policy.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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 programme are with modern equipment and inventory, a library, work rooms of academic staff, a computer center, a cafeteria and others, which quantitatively and qualitatively meet the goals and learning outcomes of the programme. These resources are accessible to both students and staff, and students are informed about how to use them and the associated rules. During the site visit some students highlighted the modern and attractive environment at the university, particularly the spaces designed for group work and public lectures/seminars. This emphasis on a conducive learning atmosphere can significantly enhance their educational experience.

The university uses an electronic learning platform **ini.ge**, where educational materials are uploaded according to the educational courses, weekly assignments are performed and corrected.

In the library of the educational university there is mandatory literature defined by the syllabus and other educational materials (including those available on electronic media), which ensure the achievement of the learning outcomes of the educational programme. The library has access to international library databases.

Most of the scientific research journals presented in the electronic databases are indexed by Thomson Reuters and Scopus.

- 1.ACM Digital Library — <https://dl.acm.org/>
- 2.Cambridge Journal Online — <https://www.cambridge.org/core>
- 3.e-Duce Journals Scholarly Collection- <https://read.dukeupress.edu/>
- 4.Eduard Elgar Publishing Journals and Development Studies e.books-
<https://www.elgaronline.com/>
- 5.European respiratory Journal- <https://publications.ersnet.org/content/erj>
- 6.Mathematical Sciences Publishers Journals – <https://msp.org/>
- 7.Open Edition Journals- <https://journals.openedition.org/>
- 8.Royal Society Journals Collection- <https://royalsociety.org/journals/>
- 9.SAGE Journals- <https://journals.sagepub.com/>
- 10.The Company of Biologists Journals – <https://www.biologists.com/development/>
- 11.Britannica Academic – <https://academic.eb.com/>
- 12.Brochure – <https://online.fliphtml5.com/hrhwr/okmi/#p=>
- 13.Library – <https://library.eb.com/>
14. Brochure – <https://online.fliphtml5.com/hrhwr/pygn/#p=1>

Also, the institution is a member of the consortium, providing its students and academic staff with access to an international academic database

The quality assurance service permanently monitors the availability of the basic literature in the library specified in the syllabuses of the teaching courses. During the site visit, we requested randomly selected materials be included in the library catalog, and they were available.

Evidences/Indicators

- Material-technical base of the University;
- Documentation confirming ownership of infrastructure, technical equipment and book fund;
- Correspondence of the book fund in the library with the basic literature indicated in the educational programmes;
- Document confirming participation in the international electronic library network;
- Access to international electronic library databases.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

The budget of the Bachelor's Program in Business Administration and Digital Management demonstrates a structured and forward-looking approach that is largely aligned with the requirements of the legislation. It reflects a clear commitment to ensuring the financial sustainability and effective implementation of the program over a four-year planning cycle.

The financial model is based on realistic assumptions regarding student enrollment and progression rates, which provides a credible foundation for revenue projections. The program shows a positive financial trajectory, moving from an initial deficit in the early stages to a stable

surplus in later years. This indicates that the program is expected to achieve financial sustainability over time, which is a key requirement of accreditation standards.

The budget is well-structured and transparent, with clearly defined categories of income and expenditure. Resources are allocated across essential areas, including academic and invited staff salaries, research activities, student support, marketing, and administrative costs. Notably, the allocation of 15% of revenue to research activities and 5% to student incentives demonstrates a strong alignment with quality assurance priorities, supporting both academic development and student engagement.

The planning and approval process is also clearly described, involving the program head, school management, and final approval by the Academic Council. This reflects good governance practices and ensures accountability in financial decision-making. Additionally, the existence of internal financial management and control mechanisms contributes to transparency and institutional stability.

However, certain areas require further strengthening to fully meet accreditation expectations. The program relies entirely on tuition fees as its sole source of income, which presents a potential risk in terms of long-term financial resilience. Diversification of funding sources, such as research grants or international partnerships, would enhance sustainability. Furthermore, some expenditure categories, such as library resources and professional development, remain static despite projected growth in student numbers, which may affect the quality of learning resources and staff capacity in the future.

Overall, the program budget substantially complies with Georgian accreditation requirements. It demonstrates financial viability, transparency, and alignment with strategic objectives. At the same time, addressing the identified gaps, particularly in income diversification, resource scaling, would further enhance its compliance with best practices and strengthen its position during the accreditation process.

Evidences/Indicators

- Budget of the Program in Business Administration and Digital Management;
- Interview Results.

Recommendations:

- None

Suggestions for the programme development

- It is suggested that the program diversify its revenue sources beyond tuition fees.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The programme's internal quality assurance is based on the Plan–Do–Check–Act (PDCA) principle. The university's quality assurance framework defines the stages of planning, implementation, analysis, recommendation development, and follow-up assessment, and indicates that quality assurance mechanisms are applied across educational programmes, staff and research, the teaching and learning process, student services, and university management. In relation to the presented programme, it should be noted that the Bachelor's Programme in Business Administration and Digital Management is new, and therefore the full programme-level PDCA cycle has not yet been completed. Nevertheless, the documentation demonstrates that, at the planning stage, the university used relevant quality assurance tools and procedures. The programme was developed on the basis of labour market and employer needs analysis, benchmarking with Georgian and foreign universities, and external expert evaluation. This indicates that, although the cycle is not yet fully operationalized through implementation results, the programme has been designed in line with established internal quality assurance procedures.

The documentation confirms collaboration between the programme and the internal Quality Assurance Service in planning and conducting programme quality assurance activities. The university has established evaluation tools and indicators for different areas of activity, including educational programmes, and uses questionnaires and other assessment instruments involving students, graduates, academic and invited staff, employers, and external experts. The developed educational programme is submitted to the Quality Assurance Service for review of compliance with university regulations and normative requirements before approval, and that after

programme launch implementation is to be systematically evaluated through a multi-stage system involving the Quality Assurance Service, academic staff, and students.

At the same time, although the institutional framework for cooperation is clearly established, the evidence more strongly demonstrates the Quality Assurance Service's role in reviewing compliance, administering assessment tools, processing results, and formulating recommendations than it does the broader and substantive involvement of programme academic staff in all programme-level quality assurance processes. In particular, the interview results confirms academic staff participation in course-level matters and in programme evaluation processes in general, yet provides less explicit evidence regarding their role in the development of programme learning outcomes assessment maps and in broader programme-level analytical processes.

The programme staff appears to take into consideration the results of quality assurance in programme-related decision-making. The university's quality assurance procedures provide for the collection, processing, and analysis of assessment results, the preparation of recommendations, and the use of these recommendations as a basis for planning and implementing changes.

The self-evaluation report was prepared as a collaborative process involving the stakeholder groups required by the standard. By rector's order, a self-assessment group was established for the programme and included the programme head, a Quality Assurance Service representative, academic and invited staff, administrative staff, an employer, a graduate, and a student. Responsibilities were distributed among the members in accordance with accreditation standards, and current issues related to the self-assessment process were discussed at group meetings. At the summary stage, the results prepared under each standard were discussed by the full self-assessment group, after which a final consolidated version of the report was developed. Accordingly, the self-evaluation process was formally organized on a participatory basis and included the relevant internal and external stakeholders.

The internal Quality Assurance Service, together with programme structures, works on the elimination of weaknesses identified during the self-evaluation process. During the self-assessment process, the programme was compared with similar Georgian and foreign programmes, the syllabi and learning resources were reviewed, shortcomings identified during the work on the report were eliminated, and activities and timelines for further development were determined. Recommendations presented by external evaluators were taken into account in the development of the curriculum. Therefore, the university has established a formal mechanism for identifying weaknesses and addressing them through corrective action. However, because the

programme is at an early stage of implementation, evidence of the long-term effectiveness and sustainability of this mechanism at programme level remains limited.

With regard to electronic and distance learning, the university has introduced quality assurance procedures that extend to the online environment. The documentation indicates that the Quality Assurance Service checks the use of the Electronic Learning Management System by academic and invited staff for communication with students and timely notification of teaching results. Quality Assurance Service conducts direct observations of the teaching process during both classroom and online sessions and develops recommendations on the basis of the analysis of those observations. These provisions indicate that the university has adapted its internal quality assurance mechanisms to include the monitoring of electronic and distance learning processes. At the same time, given the newness of the programme, fuller evidence of the proper implementation and effectiveness of these mechanisms in practice will need to be demonstrated during programme operation.

Overall, the programme is supported by a formally established internal quality assurance system based on the PDCA principle and supported by institutional procedures for stakeholder involvement, data collection, analysis, recommendation development, and follow-up action. The documentation demonstrates the existence of an appropriate regulatory framework, meaningful employer involvement, collaborative preparation of the self-evaluation report, and the formal use of internal and external evaluation results for programme development. At the same time, since the programme is newly established, the available evidence relates primarily to the planning and development stages rather than to a fully operational cycle of continuous enhancement.

Evidences/Indicators

- Internal and External Quality Assurance Mechanisms;
- Activities and changes implemented to address weaknesses identified during the preparation of the self-evaluation report;
- Self-evaluation report;
- Interview results.

Recommendations:

- None

Suggestions for the programme development

- Increase the involvement of staff in the programme development and planning.

Evaluation

Please, evaluate the compliance of the programme with the component

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

The programme periodically utilizes the results of external quality assurance and ensures that these results are used for programme improvement. According to the university's external evaluation analysis, the most important mechanism of external quality assessment is the accreditation and authorization process implemented by the National Center for Educational Quality Enhancement. The university indicates that recommendations and advices received through these processes are used for the development and refinement of educational programmes and for the better achievement of programme learning outcomes.

At the same time, it should be noted that the Bachelor's Programme in Business Administration and Digital Management is a new programme. Therefore, there are no recommendations issued within previous accreditation or authorization processes in relation to this particular programme, and it is not yet possible to evaluate the extent of fulfilment of recommendations received through earlier external quality assurance procedures. Nevertheless, the university demonstrates an established institutional approach to considering and incorporating external recommendations within its other accredited programmes, which provides an appropriate framework for the future operation of this programme as well.

The documentation further shows that the university discusses and takes into consideration recommendations received during external evaluation at the programme development stage. In this regard, the programme underwent formative external evaluation by independent experts. One external evaluator positively assessed the programme's goals, learning outcomes, structure, and relevance to labour market requirements, while recommending a stronger presentation of modern technologies and innovative approaches in the programme content. The self-assessment group took this recommendation into account and strengthened the mandatory component of the programme by adding the courses "Fundamentals of Artificial Intelligence" and "Innovative Entrepreneurship and Startup Management."

In addition, another independent external expert positively evaluated the programme content and structure, including the balance between theoretical knowledge and practical training, while recommending the combination of the courses Principles of Microeconomics and Principles of Macroeconomics into one course, as well as the revision of prerequisites for the Bachelor's

Thesis and Internship. The recommendations were discussed by the self-assessment group, the programme director, and the implementing staff, and were subsequently reflected in the revised programme design. As a result, the courses Principles of Microeconomics and Principles of Macroeconomics were combined into one course titled “Principles of Economics,” and the prerequisites for the Bachelor’s Thesis and Internship were revised to include all mandatory courses in the main field of study, including the fifth semester.

Accordingly, although the programme does not yet have a history of prior accreditation recommendations, the documentation confirms that external evaluation results have already been used at the programme design stage and have contributed to concrete programme improvements. This demonstrates that the programme staff utilizes external quality assurance mechanisms and, where necessary, developmental peer review in order to strengthen the programme prior to implementation. Overall, the standard is addressed at the level appropriate to a newly established programme; however, the full effectiveness of this mechanism in relation to future accreditation recommendations can only be assessed after the programme has progressed further in its implementation cycle.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- External QA evaluation results’ analysis

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Programme monitoring and periodic review is conducted through the systematic collection, processing, and analysis of information with the involvement of academic, invited, administrative, and supporting staff, students, graduates, employers, and other stakeholders. The university has established internal quality assurance mechanisms for the periodic evaluation and monitoring of educational programmes, which include analysis of stakeholder expectations and needs, quantitative data on student academic performance, programme completion and dropout indicators, teaching and learning process efficiency, and changes in labour market and societal needs. The quality assurance framework provides for the use of surveys, statistical data, reports, protocols, and other assessment tools, and the results are communicated to programme management and relevant implementing staff for further action.

The evaluation results are used for programme improvement and modernization. The university's internal quality assurance mechanisms are designed so that the data collected through programme monitoring, stakeholder surveys, and internal assessment are processed by the Quality Management Service, summarized, and translated into recommendations. These recommendations serve as a basis for planning and implementing changes. In the case of the Bachelor's Programme in Business Administration and Digital Management, the self-evaluation report states that, based on the analysis of evaluation results, the programme and/or the evaluation system will be modified and adapted in order to ensure programme renewal and continuous development.

The programme monitoring framework includes the participation of academic and invited staff, students, graduates, employers, and external experts. The university has developed educational programme assessment questionnaires for students and graduates, academic and invited staff, graduates for programme development purposes, employers, and external experts. Based on established institutional procedures, programme monitoring and review is conceived as a participatory and continuous process.

If necessary, the programme also uses peer evaluation of teaching through classroom observation based on a predetermined form. According to the documentation, the teaching of academic and invited personnel is assessed through the attendance of colleagues at lectures, including colleagues from the same programme, another programme of the same university, or persons invited from another higher education institution. The university's quality assurance mechanisms also provide for mutual attendance and lecturer evaluation forms, and indicate that such observations are conducted according to the principle of random selection and serve the development of staff and improvement of teaching quality.

Students evaluate the main academic course or subject at the end of each course or semester through questionnaires and other means. The quality assurance mechanisms document includes a specific course/subject assessment questionnaire completed by students at the end of the semester, as well as lecturer assessment by students at the end of each semester. The self-evaluation report likewise states that, in order to refine and improve courses, students evaluate each main course at the end of the course. In addition, students have the possibility to anonymously express their opinions on issues related to the programme and learning process at

any time. These mechanisms provide an appropriate basis for collecting student feedback and using it for course and programme improvement.

The programme is periodically compared with similar programmes of foreign universities and best international practices are taken into consideration. During programme development, benchmarking was conducted and both local and international similar programmes were analyzed. The quality assurance mechanisms document further provides that benchmarking is carried out before programme development and every four years after implementation. The purpose of benchmarking is to share best practices and maintain and develop programme quality.

The programme efficiency is assessed using a combination of qualitative and quantitative indicators derived from monitoring and evaluation processes. These include stakeholder surveys, academic performance data, enrolment and dropout figures, analysis of learning and teaching processes, labour market expectations, and programme benchmarking. The quality assurance framework provides for a staged internal assessment process in which indicators and criteria are determined, data is collected and analyzed, conclusions and recommendations are developed, changes are implemented, and the implementation of recommendations is subsequently assessed. This indicates that the university has established a comprehensive mechanism for assessing programme effectiveness and for modifying and improving the programme where necessary.

At the same time, it should be noted that the Bachelor's Programme in Business Administration and Digital Management is new. Therefore, although the university has established relevant mechanisms, procedures, instruments, and periodicity for programme monitoring and review, the evidence available at this stage relates mainly to the planned operation of these mechanisms and to programme development activities already undertaken, rather than to a fully accumulated practice of implementation over time. In this regard, the effectiveness of programme monitoring and periodic review will need to be demonstrated further during programme operation through the systematic use of collected data and the documented introduction of programme improvements based on the analysis of results.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- Student/graduate/employer/staff survey forms, survey results;
- QA mechanisms.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable): N/A

Signatures:

Chair of Accreditation Expert Panel

M. Abdul Rauf

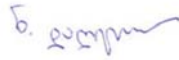


Of the member(s) of the Accreditation Experts Panel

Eka Lekashvili



Natia Daghelishvili



Tinatin Gabrichidze



Ana Mikhelidze

