



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

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

Business Administration (ENG), Bachelor's Studies

Alte University

Evaluation Date(s)

May 22, 2026

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Alte University, LLC.
Identification Code of Institution	202192643
Type of the Institution	University

Expert Panel Members

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

I. Information on the education programme

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

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme

The English-taught Bachelor of Business Administration programme submitted by Alte University is a first-cycle higher education programme in the field of Management and Administration. The programme leads to the qualification of Bachelor of Business Administration, is delivered in English, and comprises 180 ECTS credits. The programme is designed to prepare graduates with knowledge, skills and competences relevant to contemporary business administration, including management, finance, marketing, analytics, leadership, communication, ethical decision-making, digital technologies and data-driven business decision-making.

The programme objectives and learning outcomes are aligned with the mission and strategic priorities of the university, including innovation, internationalization, societal contribution and the use of modern educational approaches. The programme demonstrates orientation towards international business education and labour market needs. It also reflects contemporary trends in business administration, including digitalization, business analytics, artificial intelligence, innovation, project management and evidence-based decision-making. The programme is newly proposed and has not yet started implementation. Therefore, the expert panel assessed the readiness of the programme for implementation based on the self-evaluation report, programme documentation, course syllabi, quality assurance documents, staff documentation, submitted annexes and information obtained during the accreditation site visit.

▪ Overview of the Accreditation Site Visit

The accreditation site visit was conducted on May 22, 2026. During the visit, the expert panel reviewed the submitted documentation and held meetings with relevant university representatives and stakeholders. The panel interviewed university administration, programme management, quality assurance staff, academic staff, invited staff, students, and employers.

The visit allowed the expert panel to verify the information provided in the self-evaluation report and supporting documents, clarify issues related to programme design and implementation, and assess the readiness of the university to implement the English-taught Bachelor of Business Administration programme. Particular attention was paid to the alignment between programme objectives, programme learning outcomes, course learning outcomes, teaching and learning methods, assessment mechanisms, practical and research-related components, student support services, human resources, material resources, financial sustainability and quality assurance arrangements.

The expert panel notes that the university representatives were generally cooperative and provided explanations regarding the programme design, admission procedures, staff involvement, quality assurance mechanisms, student support, research opportunities and programme development process. Additional information reviewed by the panel supported the assessment of institutional readiness for programme implementation.

▪ Brief Overview of Education Programme Compliance with the Standards

The expert panel concluded that the programme generally complies with the requirements of the accreditation standards. The programme is newly proposed and has not yet started implementation; therefore, the panel assessed the readiness of the programme for implementation based on the self-evaluation report, programme documentation, course syllabi, quality assurance documents, staff documentation, submitted annexes and information obtained during the accreditation site visit. The programme demonstrates a clear orientation towards contemporary business administration education, including analytics,

digitalization, internationalization, artificial intelligence, evidence-based decision-making and practice-oriented learning. At the same time, several areas require further strengthening before and during programme implementation.

Standard 1 – Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme – was assessed as compliant. The programme objectives and learning outcomes are relevant, logically connected and aligned with the level of study, the field of Business Administration, the institutional mission and labour market needs. The programme demonstrates a contemporary orientation towards analytics, digitalization, internationalization and practice-based business education. The programme structure is coherent and generally supports the achievement of programme learning outcomes. At the same time, the programme would benefit from clearer articulation of its distinctive profile, stronger measurability of selected programme learning outcomes, clearer progression of analytical, digital and decision-making competences across the curriculum, and more explicit alignment between programme learning outcomes, course learning outcomes, teaching-learning activities, assessment tasks and practical, research-related and transferable skill-development activities.

Standard 2 – Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering – was assessed as compliant. Admission preconditions are generally relevant, transparent and appropriate for an English-taught Business Administration programme. The programme includes diverse teaching and learning methods, practice-oriented assignments, case studies, projects, digital tool-based activities and assessment components that correspond to the field and level of studies. The programme also provides opportunities for the development of practical, research-related and transferable skills through course-level activities, written assignments, research-related components and the bachelor thesis. At the same time, before programme implementation, the university should further refine assessment tasks, assessment methods and rubrics across syllabi to ensure that they are sufficiently specific, transparent and explicitly aligned with course learning outcomes and programme-level Assurance of Learning requirements. The programme would also benefit from more systematic use of employer involvement, internship or equivalent structured practice-based learning opportunities, and hands-on AI, data analytics and digital tool-based assignments.

Standard 3 – Student Achievements and Individual Work with Them – was assessed as substantially compliant. The university has established student support mechanisms, provides information about the learning process, supports student participation in academic and extracurricular activities, and offers opportunities for career development, local and international engagement and Erasmus+ mobility. Students are informed about their rights, academic integrity principles and available support services. At the same time, considering that the programme is delivered in English and is expected to attract international students, the university should establish a systematic mechanism for identifying and addressing the academic, linguistic, cultural and support needs of international students. This is the main reason for the substantially compliant evaluation of this standard.

Standard 4 – Providing Teaching Resources – was assessed as compliant. The programme is supported by qualified academic and invited staff, adequate administrative and support structures, appropriate infrastructure, library resources, electronic databases, digital platforms and financial resources. The programme includes 32 staff members, including 10 academic staff and 22 invited lecturers. The programme benefits from strong professional involvement of invited staff, which supports its practice-oriented profile. At the same time, the relatively low proportion of affiliated academic staff and the significant reliance on invited lecturers should be monitored in order to ensure long-term sustainability, continuity, consistency of teaching and assessment, and sufficient involvement in quality assurance processes. The university should also provide systematic training and methodological support for academic and invited staff in student-centered teaching, learning outcomes-oriented

course design, feedback provision, academic integrity and teaching in culturally diverse international classrooms.

Standard 5 – Teaching Quality Enhancement Opportunities – was assessed as compliant.

Alte University has established internal and external quality assurance mechanisms based on stakeholder involvement, surveys, monitoring, periodic review, benchmarking and the use of evaluation results for programme improvement. The quality assurance system is based on continuous improvement principles and includes internal and external feedback mechanisms. As the programme is new, the university should ensure that programme monitoring, learning outcomes assessment, peer observation, teaching review and closing-the-loop practices are implemented systematically once the programme starts.

▪ **Recommendations**

1. The university should further strengthen curriculum-level alignment between programme learning outcomes, course learning outcomes, and practical, research-related and transferable skill-development activities, ensuring that all curriculum components clearly contribute to the achievement of the intended graduate competences in Business Administration.
2. The university should review individual course syllabi to ensure that course learning outcomes, course content and teaching-learning methods are explicitly aligned with the relevant programme learning outcomes, especially in courses where learning outcomes are formulated broadly or where the link between teaching methods and programme-specific competences is not sufficiently visible.
3. The university should review and refine assessment tasks, assessment methods and rubrics across all syllabi before programme implementation to ensure that they are sufficiently specific, transparent and explicitly aligned with course learning outcomes and programme-level Assurance of Learning requirements.
4. The university should formalise and systematically implement a programme-level mechanism for identifying and addressing the academic, linguistic, cultural and support needs of international students.
5. The university should ensure that the existing staff development system systematically covers academic and invited staff involved in the programme and includes targeted methodological support in student-centered teaching, learning outcomes-oriented course design, feedback provision, academic integrity and teaching in culturally diverse international classrooms.

▪ **Suggestions**

1. Consider further enhancing the programme learning outcomes by strengthening their measurability and ensuring a coherent progression of competencies across the curriculum, particularly in areas related to analytics, digital transformation and strategic decision-making.
2. Consider further strengthening the practical and international dimensions of the programme learning outcomes by emphasizing the application of business analytics, data-driven decision-making, contemporary business technologies and artificial intelligence, as well as competencies related to intercultural communication, global business environments and international collaboration.
3. The university is encouraged to define before implementation how assessment evidence will be collected, analysed and used for programme improvement.
4. Consider further developing measurable performance indicators and achievement benchmarks for programme-level learning outcomes, particularly in areas related to analytical, digital and decision-making competencies, to support evidence-based evaluation of student achievement and programme effectiveness.

5. Consider continuing the development of direct and competency-based assessment approaches related to practical business problem-solving, data analytics, contemporary business technologies and artificial intelligence applications to further strengthen the evaluation of programme learning outcomes.
6. Consider continuing to strengthen the integration and progression of competencies related to analytics, digital technologies, business modelling and artificial intelligence across the curriculum.
7. Consider further strengthening the integration and progression of competencies related to data analytics, digital technologies, artificial intelligence and data-driven decision-making across course syllabi, while continuing to update course content and learning resources in line with contemporary developments in business and technology.
8. It is suggested to systematically review and update the syllabi reading lists to ensure full alignment with the most recent editions of textbooks and learning materials already available in the library.
9. The university is encouraged to monitor the academic progress of admitted international students during the first semesters and use the findings to refine admission criteria and academic support measures.
10. The university is encouraged to develop and implement a programme-level mechanism for systematically informing, encouraging and involving students of the English-taught BBA programme in research-related activities, including student conferences, research projects, research hubs and internally funded research initiatives, and ensure that these activities contribute to the achievement of the programme learning outcomes.
11. The programme is encouraged to consider introducing a formal internship component or an equivalent structured practice-based learning component to provide students with more systematic opportunities to apply theoretical knowledge in real organisational settings.
12. The programme is encouraged to use the strong employer network more systematically in the delivery, supervision and assessment of practice-oriented learning activities.
13. The programme is encouraged to expand the use of hands-on AI applications, AI-supported business analysis, data analytics and digital tool-based assignments across multiple courses.
14. The university is encouraged to organise calibration activities among academic and invited staff to support consistent interpretation of assessment criteria and grading standards.
15. The university should ensure that feedback practices are consistently implemented across courses so that students receive timely information not only on their grades, but also on the extent to which they have achieved the intended learning outcomes and how they can improve their performance.
16. It is suggested to increase the proportion of academic staff, including affiliated staff, involved in programme implementation to strengthen programme sustainability and reduce dependence on invited personnel.
17. It is suggested to further increase participation of programme staff in international research projects, international publications and academic mobility activities to further enhance international visibility and research capacity.
18. The university is encouraged to develop a standard internal checklist for syllabus review that explicitly covers constructive alignment, clarity of assessment criteria, assessment validity, academic integrity requirements, AI use and feedback mechanisms.
19. The university is encouraged to use peer observation and teaching review more systematically to support consistency in teaching quality and student-centered learning.

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

N/A

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

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

The expert panel carefully reviewed the evidence-based position submitted by Alte University in response to the draft accreditation report. The panel appreciates the constructive approach of the University and acknowledges the additional explanations and evidence provided regarding the alignment of programme and course learning outcomes, recent updates to selected syllabi, assessment criteria and rubrics, support mechanisms for international students, and professional development activities for academic and invited staff.

The panel partially shares the University's position regarding the overlap between the recommendations related to Components 1.4 and 1.5. The wording of the recommendations has been clarified to reduce duplication. However, the panel considers that Component 1.4 concerns curriculum-level coherence, progression and the integration of practical, research-related and transferable skill-development activities across the programme, while Component 1.5 concerns course-level alignment within individual syllabi. Therefore, both recommendations are maintained with clarified wording.

The panel acknowledges the University's explanations and updates regarding selected syllabi and assessment criteria. These actions are positively assessed; however, the panel maintains the recommendation under Component 2.4, as the systematic review of assessment tasks, methods and rubrics should cover all syllabi before programme implementation.

The panel also acknowledges the existing support activities for international students and the professional development activities for academic and invited staff. However, the panel maintains the respective recommendations under Components 3.1 and 4.3, with clarified wording, as these areas should be formalised and systematically implemented at the programme level.

As a result of reviewing the University's evidence-based position, the expert panel introduced clarifications to the wording of selected recommendations and analytical sections where appropriate. The panel does not consider that the submitted position provides sufficient grounds to remove the recommendations or change the evaluation of the relevant components and standards.

▪ **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards**
Staff and Supervisors

- The programme is supported by 32 staff members in total, including 10 academic staff and 22 invited lecturers. Among the academic staff, there are 5 professors, 3 associate professors and 2 assistant professors.
- All 10 academic staff members are indicated as having sectoral expertise, and 6 academic staff members hold a PhD degree in the sectoral direction. Among academic staff, 4 are affiliated with the university. Among the 22 invited staff members, all are indicated as having sectoral expertise, and 3 hold a PhD degree in the sectoral direction.
- The ratio of academic staff to invited staff is 10:22, or approximately 1:2.2. This indicates a significant reliance on invited lecturers. While invited staff contribute positively to the practical orientation of the programme, the relatively high share of invited staff should be monitored to ensure long-term programme sustainability, continuity, consistency of teaching and assessment, and sufficient involvement in quality assurance processes.
- The share of affiliated academic staff among academic staff is 4 out of 10, or 40%. In relation to the total number of programme staff, affiliated academic staff represent 4 out of 32 staff members, or 12.5%. This relatively low proportion supports the panel's suggestion to increase the proportion of academic and affiliated staff involved in programme implementation.

- Programme staff produced: **scientific publications: 13**, including 9 articles published in international journals and 4 publications in national journals; 5 publications in 2021, 5 publications in 2022, and 3 publications in 2023 **conference presentations: 8**, international (4) and national (4) scientific; **research grants: 3**.
- Academic Staff Turnover Rate (for the last 5 years): **new academic staff members: 9; new invited staff: 17**. Retention rate is 100%.

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

	Standard	Evaluation
1	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Substantially complies
1.5	Academic Course/Subject	Substantially 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	Substantially complies
3	Student Achievements and Individual Work with Them	Substantially complies
3.1	Student Consulting and Support Services	Substantially complies
3.2	Master's Student Supervision	N/A
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	N/A
4.3	Professional Development of Academic, Scientific and Invited Staff	Substantially complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
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 English-language Bachelor of Business Administration programme is characterized by clearly established programme objectives that are aligned with the level of qualification, the field of study, and the mission and strategic priorities of the university. The programme objectives are designed to equip graduates with the knowledge, skills, and competencies required to operate effectively in contemporary business environments characterized by globalization, technological advancement, and increasing reliance on data-driven decision-making. The objectives reflect the programme's commitment to developing competitive business professionals capable of contributing to economic development and organizational success in both local and international contexts.

The programme objectives appropriately consider the specific characteristics of the field of business administration and emphasize the development of analytical, leadership, strategic, and ethical competencies. The programme places particular emphasis on modern business trends, including digitalization, data analytics, innovation, project management, and the application of international business practices. The objectives are supported by labour market research and demonstrate responsiveness to current employer expectations and international educational developments.

The panel positively notes that the programme objectives are linked to competencies identified through labour market analysis, including strategic and operational management, financial planning and analysis, data analytics, project management, digital marketing, consumer behaviour analysis, and leadership. These competencies are reflected throughout the programme objectives and contribute to the preparation of graduates capable of operating in dynamic and rapidly evolving business environments.

The programme objectives are also aligned with the mission of Alte University, which emphasizes innovation, internationalization, societal contribution, and the use of modern educational approaches. This alignment is reflected in the programme's focus on critical thinking, evidence-based decision-making, ethical responsibility, and continuous professional development. The English-language delivery of the programme further supports the

university's internationalization strategy and contributes to the preparation of graduates for global and multicultural business environments.

The programme objectives are publicly available and easily accessible to stakeholders through the university's official channels, including the programme webpage and relevant institutional documentation. This transparency supports informed decision-making by prospective students, employers, and other interested parties. During the site visit, interviews with academic staff, programme management, students, and employers confirmed that the programme objectives are well communicated and broadly understood by the individuals involved in programme implementation and development. The objectives are reflected in curriculum design, teaching and learning activities, and programme management processes, demonstrating that they are actively shared and understood by key stakeholders. This contributes to a common understanding of the programme's purpose, expected graduate profile, and strategic direction.

Based on the analysis of the self-evaluation report, supporting documentation, and interviews conducted during the site visit, the programme demonstrates compliance with the requirements of this component of the standard. The objectives are clearly formulated, relevant to the field of study, and consistent with institutional priorities. They provide an appropriate framework for the development of programme learning outcomes and curriculum design.

At the same time, the panel notes that the programme objectives could be further strengthened through a more explicit articulation of the distinctive competencies and professional profile expected from graduates. While the objectives appropriately reflect contemporary trends in business education, including analytics, digitalization, and internationalization, greater emphasis on the programme's unique characteristics and graduate profile would further support its positioning and differentiation within the higher education market.

The panel also notes that the programme demonstrates a strong orientation toward practice-based education and contemporary business competencies. Additional emphasis on applied learning opportunities, including real business problem-solving, data-driven decision-making, and the practical application of contemporary business technologies, analytics tools, and artificial intelligence solutions, could further support the achievement of programme objectives and enhance graduate employability.

Furthermore, the development of more clearly measurable indicators related to analytical, digital, and decision-making competencies could further strengthen the linkage between programme objectives, learning outcomes, and assessment processes, while supporting evidence-based evaluation of programme effectiveness.

Overall, the programme objectives are relevant, well-structured, and aligned with the mission of the institution, labour market needs, and international educational trends. They provide a solid foundation for programme implementation while offering opportunities for further enhancement of the programme's distinctive profile, practical orientation, integration of emerging technologies, and measurable competency development.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Interview results;

- Labour Market Research Report;
- Self-Evaluation Report (SER).

Recommendations:

- None.

Suggestions for the Programme Development

- None.

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 Programme Learning Outcomes (PLOs) of the English-language Bachelor of Business Administration programme are clearly defined and demonstrate logical alignment with the programme objectives, the level of qualification, and the characteristics of the field of business administration. The learning outcomes appropriately reflect the knowledge, skills, responsibility, and autonomy expected from graduates of a first-cycle higher education programme and provide a framework for the development of competencies relevant to contemporary business environments.

The PLOs emphasize the development of analytical thinking, critical reasoning, strategic decision-making, leadership, communication, and ethical responsibility. They are designed to equip graduates with the ability to analyze business-related problems, formulate evidence-based recommendations, evaluate business opportunities, and make informed decisions in both local and international contexts. The learning outcomes also reflect the programme's commitment to preparing graduates who are capable of responding to contemporary business challenges through the application of modern technologies, data-driven approaches, and innovative thinking.

A notable strength of the programme learning outcomes is their alignment with current trends in business education and labour market requirements. The outcomes incorporate competencies related to business analytics, the use of information and communication technologies, entrepreneurship, leadership, and responsible business conduct. Furthermore, they support the development of graduates who are capable of operating effectively in dynamic

and rapidly changing business environments while maintaining ethical and socially responsible perspectives.

The panel positively notes that the programme learning outcomes were developed with the involvement of relevant stakeholders and demonstrate consistency with the programme objectives. The alignment between programme objectives and learning outcomes is evident, ensuring coherence within the overall programme design and supporting the achievement of the intended graduate profile.

Based on the analysis of the self-evaluation report, supporting documentation, and interviews conducted during the site visit, the Programme Learning Outcomes comply with the requirements of this component of the standard. The outcomes are clearly formulated and correspond to the objectives of the programme and the requirements of the field of study. They create an appropriate framework for the preparation of competitive graduates capable of pursuing professional careers and further educational opportunities.

The panel notes that the programme learning outcomes appropriately address analytical, technological, strategic, and managerial competencies relevant to contemporary business environments. Further refinement of selected learning outcomes through the use of more specific and observable formulations could additionally support assessment processes and facilitate the monitoring of student achievement.

The panel also notes that the programme demonstrates a strong focus on digitalization, analytics, and technology-driven business practices. Opportunities exist to further highlight within the learning outcomes the practical application of competencies related to business analytics, data-driven decision-making, contemporary business technologies, and artificial intelligence applications, thereby reinforcing the programme's practice-oriented approach and responsiveness to evolving labour market expectations.

In addition, the learning outcomes demonstrate a logical structure that supports competency development throughout the programme. Continued attention to the progression of learning outcomes across the curriculum, particularly in areas related to analytics, digital transformation, and decision-making, would further strengthen curriculum coherence and support the gradual development of increasingly complex competencies.

Considering the programme's international orientation and English-language delivery, the learning outcomes appropriately support graduates' preparation for participation in international business environments. Further emphasis on intercultural communication, global business perspectives, and international collaboration competencies could additionally strengthen graduates' readiness for employment in diverse and multicultural contexts.

Overall, the Programme Learning Outcomes are relevant, comprehensive, and aligned with the programme objectives and the field of study. They provide a solid foundation for effective teaching, learning, and assessment while offering opportunities for further enhancement of their measurability, practical orientation, technological focus, and international dimension.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Labour Market Research Report.

Recommendations:

- None.

Suggestions for the Programme Development

- Consider further enhancing the programme learning outcomes by strengthening their measurability and ensuring a coherent progression of competencies across the curriculum, particularly in areas related to analytics, digital transformation, and strategic decision-making.
- Consider further strengthening the practical and international dimensions of the programme learning outcomes by emphasizing the application of business analytics, data-driven decision-making, contemporary business technologies, and artificial intelligence, as well as competencies related to intercultural communication, global business environments, and international collaboration.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The programme has established mechanisms for the evaluation of Programme Learning Outcomes (PLOs), which are designed to support the systematic monitoring and continuous improvement of programme quality. The evaluation process is structured around the identification of learning outcomes, collection of relevant assessment data, and analysis of results to determine the extent to which programme objectives and intended competencies are achieved.

The programme utilizes both direct and indirect assessment methods. Direct assessment includes the evaluation of student performance through projects, bachelor theses, and other course-based assessment components aligned with programme learning outcomes. Indirect assessment methods include indicators such as graduate employment, participation in international mobility programmes, and feedback collected from various stakeholders. The programme has also developed a curriculum mapping mechanism that demonstrates how course learning outcomes contribute to the achievement of programme-level learning outcomes, supporting alignment between teaching, learning, and assessment processes.

The panel positively notes that the programme has defined responsibilities for the evaluation and monitoring of learning outcomes and that assessment results are reviewed by the Programme Committee, Programme Director, and Quality Assurance Department. The programme also demonstrates an intention to utilize assessment findings for programme enhancement, including curriculum updates, improvement of teaching methodologies, strengthening of practical components, and enhancement of student support mechanisms.

The panel also notes that academic and administrative staff involved in programme implementation receive institutional support for the development of competencies related to the formulation, assessment, measurement, and analysis of programme learning outcomes. Such support is provided through internal quality assurance processes, methodological guidelines, training activities, workshops, and consultations organized by the university. These activities contribute to the development of staff capacity in learning outcomes-based education, assessment design, curriculum mapping, and the interpretation and use of assessment results for continuous programme improvement. The involvement of the Quality Assurance Department and relevant academic bodies further supports the consistent application of assessment methodologies and strengthens the effectiveness of the programme learning outcomes evaluation process.

Based on the analysis of the self-evaluation report, supporting documentation, and interviews conducted during the site visit, the programme complies with the requirements of this component of the standard. The mechanisms for evaluating programme learning outcomes are defined and include processes for collecting, analyzing, and utilizing assessment data for programme development purposes.

At the same time, the panel notes that, as the programme is newly established and the assessment cycle is at an early stage of implementation, future assessment activities will provide additional opportunities to further strengthen evidence-based evaluation of programme learning outcomes. In particular, continued attention to the development of clearly measurable performance indicators and achievement benchmarks for programme-level learning outcomes, especially those related to analytical, digital, and decision-making competencies, would further support systematic monitoring of student achievement and programme effectiveness.

The panel also notes that the programme has established direct and indirect assessment methods that provide an appropriate basis for evaluating student achievement. Considering the programme's focus on modern business practices, digital transformation, analytics, and technology-driven decision-making, the continued development of direct and competency-based assessment approaches related to practical business problem-solving, data analytics, and the application of contemporary business technologies and artificial intelligence tools could further enhance the relevance and effectiveness of programme learning outcomes assessment.

Furthermore, the programme demonstrates a clear commitment to utilizing assessment findings for continuous improvement. As assessment data become available through subsequent evaluation cycles, the systematic documentation of how assessment results are analyzed, discussed, and translated into programme enhancement activities will further support the transparency and effectiveness of the quality assurance system.

Overall, the evaluation mechanism of the Programme Learning Outcomes provides an appropriate framework for monitoring student achievement and supporting programme improvement. The programme demonstrates a structured approach to assessment and quality assurance and has established processes that support the systematic evaluation of programme learning outcomes and their continuous enhancement.

Evidences/Indicators

- Mechanism for assessing programme learning outcomes;
- Bachelor of Business Administration Programme Document;
- Curriculum Map.

Recommendations:

- None

Suggestions for the Programme Development

- The university is encouraged to define before implementation how assessment evidence will be collected, analysed and used for programme improvement.
- Consider further developing measurable performance indicators and achievement benchmarks for programme-level learning outcomes, particularly in areas related to analytical, digital, and decision-making competencies, to support evidence-based evaluation of student achievement and programme effectiveness.
- Consider continuing the development of direct and competency-based assessment approaches related to practical business problem-solving, data analytics, contemporary business technologies, and artificial intelligence applications to further strengthen the evaluation of programme learning outcomes.

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 programme is designed in accordance with the university's established methodology for planning, designing, and developing educational programmes. This is reflected in the systematic approach to curriculum development, the alignment between programme objectives, learning outcomes, and curriculum content, and the consideration of labour market requirements, international educational trends, and sector-specific developments. The programme demonstrates consistency with institutional requirements and seeks to respond to contemporary developments in business administration through the inclusion of courses related to business modelling, financial analysis, and artificial intelligence in business.

The programme structure is coherent and logically organized, ensuring a progressive development of knowledge, skills, and competencies throughout the study process. The curriculum combines university-wide courses, mandatory field-specific courses, elective courses within the major, and free electives, creating a balanced framework that supports both the achievement of programme learning outcomes and individual academic specialization. The sequencing of courses provides students with a solid theoretical foundation while gradually introducing more specialized and applied business competencies.

The curriculum reflects a contemporary approach to business education by integrating management, finance, marketing, analytics, digital technologies, and leadership-related competencies. The content and structure of the programme are generally aligned with the intended learning outcomes and the qualification to be awarded. The programme demonstrates an effort to balance theoretical knowledge with practical application through case studies, project-based learning, practical assignments, and opportunities for international mobility. The synchronization of the programme with Montpellier Business School further supports the programme's international dimension and contributes to the development of globally oriented graduates.

The panel also notes that the university ensures the publicity and availability of information related to the programme through its official communication channels, including the university website, programme catalogues, admission materials, and other publicly accessible sources. Information regarding programme objectives, learning outcomes, curriculum structure, admission requirements, qualification to be awarded, and study opportunities is available to prospective students, current students, employers, and other stakeholders. During the site visit, interviews and supporting documentation confirmed that programme information is communicated effectively and remains accessible to relevant stakeholders, supporting transparency and informed decision-making.

The panel notes that the programme demonstrates a clear commitment to integrating competencies related to analytics, digital technologies, business modelling, and artificial intelligence within the curriculum. Continued attention to the integration and progression of these competencies across courses may further support curriculum coherence and facilitate the development of increasingly advanced competencies throughout the programme.

The panel also reviewed the benchmarking analysis used to support programme development. The benchmarking exercise demonstrates an effort to compare the programme with relevant international institutions and incorporate international practices into curriculum design. Further development of the benchmarking process through the use of additional comparative indicators and more explicit justification of benchmark institution selection may provide further support for evidence-based programme enhancement and international competitiveness.

The programme includes a mapping mechanism that demonstrates the relationship between programme learning outcomes and individual courses. This mapping provides a useful framework for understanding how the curriculum contributes to the achievement of intended graduate competences. However, the panel notes that the reviewed documentation does not always provide sufficient evidence that programme learning outcomes are consistently translated into specific course learning outcomes, teaching-learning activities, and assessment tasks. In some reviewed syllabi, course learning outcomes are formulated in a broad manner and do not clearly demonstrate their contribution to programme-specific competences in Business Administration. For example, in the course Mathematics for Economics and Business, the learning outcomes focus on describing and applying mathematical models, comparing methods, drawing conclusions, and presenting solutions. While these outcomes are relevant and appropriate for the subject area, their connection to the analytical, practical, and business decision-making competences expected from Business Administration graduates is not always explicitly articulated. Strengthening the alignment and demonstrating more clearly how course learning outcomes, learning activities, and assessment methods contribute to programme learning outcomes would further enhance curriculum coherence and support evidence-based achievement of the intended graduate profile.

Overall, the programme is well-structured, methodologically sound, and aligned with institutional objectives and labour market needs. It provides a solid foundation in business administration while incorporating contemporary developments in analytics and technology. The programme content and structure support the achievement of programme learning outcomes and provide students with opportunities to develop both theoretical knowledge and practical competencies relevant to contemporary business environments.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Curriculum Map;
- Course Syllabi.

Recommendations:

The university should further strengthen curriculum-level alignment between programme learning outcomes, course learning outcomes, and practical, research-related, and transferable skill-development activities, ensuring that all curriculum components clearly contribute to the achievement of the intended graduate competences in Business Administration.

Suggestions for the Programme Development

- Consider continuing to strengthen the integration and progression of competencies related to analytics, digital technologies, business modelling, and artificial intelligence across the curriculum.

Evaluation

Please, evaluate the compliance of the programme with the component

Component

Evaluation

1.4 Structure and Content of Educational Programme

Substantially 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 academic courses included in the English-language Bachelor of Business Administration programme are generally aligned with the programme objectives and learning outcomes, and the distribution of credits appears appropriate in relation to the scope, complexity, and workload associated with the learning activities. The programme follows a structured approach to curriculum design, with most courses carrying 5 ECTS credits and utilizing a consistent balance between contact and independent learning hours. This contributes to a coherent learning experience and supports compliance with international higher education standards.

The curriculum demonstrates logical progression of knowledge and competency development. Courses are organized in a sequential manner, supported by prerequisite structures that enable students to gradually develop foundational knowledge before progressing to more advanced concepts and applications. The panel notes positively the existence of clear academic pathways in areas such as quantitative methods, accounting, management, and leadership, which contribute to the systematic development of student competencies.

The content and learning outcomes of courses within the main field of study generally support the achievement of programme learning outcomes and reflect contemporary trends in business education, including digitalization, analytics, communication, entrepreneurship, and ethical decision-making. The syllabi demonstrate an effort to combine theoretical knowledge with practical application through assignments, presentations, projects, and case-based learning activities.

The panel also notes that the content of individual courses is generally aligned with course learning outcomes and that assessment methods are designed to evaluate student achievement through a variety of approaches. The reviewed syllabi show several positive examples where course learning outcomes, course content and teaching-learning methods are well aligned. At the same time, on some courses this link is less explicit. For example, Mathematics for Economics and Business includes business-relevant topics, but its learning outcomes and methods are formulated broadly in terms of mathematical methods and models, making the link to programme-specific business decision-making competences less visible. The programme should therefore ensure that teaching-learning methods are not only listed in syllabi, but are systematically selected and applied in accordance with course learning outcomes, programme learning outcomes, course content and the intended student-centered

learning experience. The proportion between contact and independent study hours appears appropriate and consistent with the nature of the courses and the intended learning outcomes.

In addition, the programme demonstrates a commitment to incorporating contemporary topics related to digitalization, analytics, and technology-driven business environments within course content. Continued attention to the integration and progression of competencies related to data analytics, digital technologies, artificial intelligence, and data-driven decision-making across course syllabi may further support the systematic development of students' analytical and technological competencies throughout the programme.

Based on the analysis of the self-evaluation report, supporting documentation, course syllabi, and interviews conducted during the site visit, the programme substantially complies with the requirements of this component of the standard. The academic courses and learning materials provide an appropriate basis for the achievement of programme learning outcomes and support the development of knowledge, skills, responsibility, and autonomy expected from graduates of a bachelor's programme in business administration.

At the same time, the panel notes that continued attention to coherence and integration among courses may further support the progressive development of competencies throughout the curriculum, particularly in areas related to analytics, technology, artificial intelligence, and data-driven decision-making. A clear demonstration of how these competencies are reinforced across multiple courses would further support curriculum consistency and the achievement of the intended graduate profile.

The programme demonstrates a strong commitment to practical and applied learning through the use of assignments, projects, presentations, and case-based learning activities. Additional opportunities to incorporate real business projects, simulations, business analytics cases, practical assignments, and contemporary business software platforms may further enhance students' applied and analytical competencies and strengthen the connection between academic learning and professional practice.

The study materials specified in the syllabi generally correspond to the course content and learning outcomes. The panel notes the importance of continuing the regular review and updating of literature, electronic resources, and contemporary business cases, particularly in areas characterized by rapid technological development, such as artificial intelligence, digital marketing, business analytics, and information technologies. Further incorporation of international case studies, globally recognized business resources, and interdisciplinary learning materials may additionally strengthen the relevance and international orientation of the teaching and learning process.

Overall, the academic courses, assessment methods, and learning materials provide an appropriate foundation for achieving programme learning outcomes. The programme demonstrates a structured and coherent approach to curriculum design while incorporating contemporary developments in business administration, analytics, and technology. Continued enhancement of curriculum integration, practical learning opportunities, and contemporary learning resources will further support the quality and competitiveness of the programme.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;

- Course Syllabi;
- Curriculum Map;
- Programme Learning Outcomes Matrix;
- Self-Evaluation Report (SER).

Recommendations:

- The university should review individual course syllabi to ensure that course learning outcomes, course content and teaching-learning methods are explicitly aligned with the relevant programme learning outcomes, especially in courses where learning outcomes are formulated broadly or where the link between teaching methods and programme-specific competences is not sufficiently visible.

Suggestions for the Programme Development

- Consider further strengthening the integration and progression of competencies related to data analytics, digital technologies, artificial intelligence, and data-driven decision-making across course syllabi, while continuing to update course content and learning resources in line with contemporary developments in business and technology.
- It is suggested to systematically review and update the syllabi reading lists to ensure full alignment with the most recent editions of textbooks and learning materials already available in the library.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. <u>Academic</u> <u>Course/Subject</u>	Substantially 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 programme admission prerequisites are generally defined and correspond to the legal framework of Georgia. For applicants admitted through the Unified National Exams, the programme document requires passing the English language component with 70% of the maximum score and overcoming the mathematics and/or history component. These

requirements are relevant to the field and level of the programme, as the programme is delivered in English and requires analytical readiness for business administration studies.

The programme also provides for admission without Unified National Exams in accordance with Georgian legislation. In such cases, applicants must present evidence of English language proficiency at B2 level or pass an internal English language examination organised by Alte University. During the site visit, the university confirmed that internal English language testing is used when applicants do not hold an English language certificate. During the site visit, the expert panel did not identify any evidence or indications that admission to the existing programmes is conducted in an unfair, non-transparent, or discriminatory manner. Therefore, based on the information reviewed and the discussions held during the visit, there are reasonable grounds to conclude that the admission process for the new programme under evaluation is also expected to be implemented in a fair, transparent, and appropriate manner, ensuring that admitted students possess the relevant knowledge and skills necessary to achieve the intended learning outcomes.

The panel also notes that, before programme launch, the university should ensure that all admission requirements, including English language requirements, alternative admission routes and internal examination procedures, are clearly published and accessible to prospective local and international applicants.

The university submitted a methodology for determining the student quota. This document shows that student numbers are planned by considering institutional resources, including infrastructure, material and technical resources, programme specificity, human resources, programme demand and labour market requirements. This supports the conclusion that student admission planning is institutionally regulated. Nevertheless, once the programme starts, the university should continuously monitor whether the admitted number of students corresponds to the availability of English-speaking academic and invited staff, learning resources, digital tools, student support services and practice-oriented learning opportunities.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Self-Evaluation Report (SER);
- Methodology for determining the student quota;
- Interviews with university administration and programme management.

Recommendations:

- None.

Suggestions for the Programme Development

- The university is encouraged to monitor the academic progress of admitted international students during the first semesters and use the findings to refine admission criteria and academic support measures.

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 programme is designed to develop practical, research and transferable skills relevant to bachelor-level studies in business administration. The programme document and reviewed syllabi indicate that students are expected to develop analytical, communication, teamwork, problem-solving, decision-making, digital and research-related skills.

These competences are expected to be developed mainly through course-level learning activities and assessments. The reviewed syllabi include case studies, practical assignments, group projects, presentations, analytical tasks, business-related projects, data analysis tasks and work with digital tools. Courses such as Power BI Analytics, Financial Markets and Institutions, Introduction to Investing, International Marketing, Product Design, Consumer Behaviour and Principles of Business Models include practice-oriented activities and assessment components.

The involvement of invited practitioners is a positive feature of the programme. During the site visit, invited staff demonstrated professional experience and readiness to bring practical examples into the teaching process. Employers also confirmed their involvement in the programme development process and indicated that programme review resulted in stronger attention to soft skills, case studies and practice orientation. This supports the labour-market relevance of the programme.

Research skills are expected to be developed through written assignments, research-related course components and the bachelor thesis. The submitted bachelor thesis regulation defines the thesis as a written research project completed at the end of the programme and publicly defended. It also describes the roles of the supervisor, reviewer and defence committee, and includes requirements related to research design, methodology, academic writing, use of sources, academic integrity and plagiarism checking. The regulation also addresses the use of generative AI by requiring students to declare the originality of their work and to indicate the use of generative AI tools, where applicable, according to the university's academic standards.

Additional documents show that Alte University has already developed institutional practices that can support student involvement in research, including student conferences, research support activities, the Student Research Hub and internally funded research projects. Although some of the submitted evidence relates to students from other programmes or university-wide initiatives, this is understandable given that the English-taught BBA programme has not yet started implementation and does not yet have students. The existing

institutional experience demonstrates a relevant basis for supporting student research activities. Once the programme is launched, the university is advised to ensure that students of this programme are systematically informed about, encouraged to participate in, and involved in research-related activities, including conferences, research projects, research hubs and internally funded initiatives.

The panel also notes that the submitted programme materials do not clearly demonstrate a formal internship or an equivalent structured practice component. Practical skill development appears to rely mainly on classroom-based projects, case studies, simulations and practical assignments. This can be acceptable if implemented systematically and progressively; however, employer and graduate feedback from related contexts indicates the need for stronger practical learning, more simulations, more real business cases and expanded practice opportunities. Therefore, the programme could more explicitly plan how students will gain structured and progressive practical experience throughout the curriculum.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Self-Evaluation Report (SER);
- Course syllabi;
- Bachelor thesis regulation;
- Documents on student research activities;
- Documents on student conferences and research support;
- Funded research projects with student involvement;
- Employer survey;
- QA internal and external evaluation analysis;
- Interviews with employers, academic staff and invited staff.

Recommendations:

None.

Suggestions for the Programme Development

- The university is encouraged to develop and implement a programme-level mechanism for systematically informing, encouraging and involving students of the English-taught BBA programme in research-related activities, including student conferences, research projects, research hubs and internally funded research initiatives, and ensure that these activities contribute to the achievement of the programme learning outcomes.
- The programme is encouraged to consider introducing a formal internship component or an equivalent structured practice-based learning component to provide students with more systematic opportunities to apply theoretical knowledge in real organisational settings.
- The programme is encouraged to use the strong employer network more systematically in the delivery, supervision and assessment of practice-oriented learning activities.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

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

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

The programme document presents a broad range of teaching and learning methods, including explanation, oral presentation, work with literature, group work, brainstorming, discussion and debate, role-playing, action-oriented teaching, coaching, simulation-based learning, practical work, project-based learning, problem-based learning, case study, analysis, synthesis, written work, presentation/demonstration and e-learning.

The reviewed syllabi confirm that these methods are reflected at course level. The courses include lectures, group work, practical assignments, discussions, case studies, presentations, demonstrations, project work, brainstorming and problem-based learning. This methodological diversity is appropriate for bachelor-level business administration education and can support the development of analytical thinking, professional communication, teamwork, digital skills and the application of theoretical knowledge to business situations. In several syllabi, the link between course learning outcomes, course content and teaching-learning methods is clearly visible, particularly where practical, communication, analytical or professional competences are developed through case studies, projects, simulations, presentations, written assignments or practical tasks.

The programme benefits from invited practitioners and academic staff who are generally engaged and professionally competent. Interviews confirmed that staff intend to use case studies, practical examples and professional experience in teaching. Employers also showed readiness for further involvement. This is a strength and creates good conditions for practice-oriented learning.

However, the panel identified a few risks related to the consistency of teaching and learning implementation. First, invited staff have strong professional experience, but the evidence did not show systematic training for them in learning outcomes oriented teaching, assessment design, feedback provision, academic integrity or teaching culturally diverse groups. Since invited practitioners play an important role in programme delivery, the university should ensure that they follow common expectations regarding teaching quality, student-centered learning and assessment standards (please find the recommendation under Standard 4.3).

Second, although the university has a learning outcomes assessment methodology, interviews indicated that the practical understanding of constructive alignment and Assurance of Learning is not yet consistent across all relevant staff (please find the recommendation under Standard 4.3). For the purposes of this component, the main concern relates to whether teaching-learning methods are consistently selected and applied in line with course content,

course learning outcomes and programme learning outcomes (please read more under Standard 1.5).

The programme includes AI-related content and the university has developed AI guidelines. This is a positive development. However, the use of AI could be more systematically integrated across the programme through hands-on assignments, analytical tasks, business decision-making exercises and ethical reflection on AI use in business.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Course syllabi;
- Self-Evaluation Report (SER);
- QA internal and external evaluation analysis;
- Interviews with programme management, academic staff, invited staff, employers and students.

Recommendations:

None.

Suggestions for the Programme Development

- The programme is encouraged to expand the use of hands-on AI applications, AI-supported business analysis, data analytics and digital tool-based assignments across multiple courses.

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 assessment is regulated at institutional level and described in the programme document and syllabi. The programme uses a 100-point grading system. The programme document defines that midterm assessment should account for 60–70% of the total assessment and final assessment for 30–40%. Midterm and final exams are mandatory.

Assessment components, methods, their weighting, minimum competency thresholds and assessment criteria are included in course syllabi and are expected to be available to students.

The reviewed syllabi demonstrate a multi-component assessment system. Assessment methods include written exams, open and closed questions, case studies, practical assignments, projects, presentations, abstracts, group work, discussions and tests. In several syllabi, assessment criteria address the application of theoretical knowledge, data analysis, argumentation, oral and written communication, teamwork, use of digital tools and problem solving.

During the site visit, the panel did not identify evidence that student evaluation in existing programmes is not conducted in accordance with established procedures. The panel also did not identify evidence of systemic problems regarding the transparency, reliability or legal compliance of student assessment. Taking this into account, and considering the submitted programme document and syllabi, there is a reasonable basis to expect that assessment in the new English-taught BBA programme can be implemented in accordance with the established institutional and programme-level requirements. The assessment regulation also gives students the right to appeal the examination process, exam results and exam questions. In case of a justified appeal, an appeal commission of at least three members is established.

The university has also submitted a plagiarism prevention, detection and response mechanism. This document defines plagiarism, describes different forms of plagiarism, provides for Turnitin-based similarity checking and establishes response measures for different types of student work. The Code of Ethics supports fair assessment, academic integrity, non-discrimination and ethical conduct. The bachelor thesis regulation also includes provisions on plagiarism checking and originality of student work.

Despite this generally sufficient basis for assessment at programme and course level, the panel identified that the quality and specificity of assessment criteria vary across syllabi. Several syllabi contain sufficiently detailed assessment criteria and demonstrate a clear link between learning outcomes and assessment tasks. At the same time, in some syllabi the assessment criteria are less explicit in showing how specific course learning outcomes are measured. For example, Mathematics for Economics and Business includes assessment criteria focused on formula selection, calculation accuracy and problem-solving, but the criteria do not clearly demonstrate how assessment supports programme-specific analytical and business decision-making competences. In Information Technology, the course includes practical assignments and aims to develop practical use of office and communication technologies; however, the final assessment includes a test component, which may not fully demonstrate students' ability to apply digital tools in practice. Similarly, in Digital Marketing, one of the course learning outcomes refers to formulating and presenting a digital marketing plan, but the assessment structure could more clearly show how this practical outcome is directly assessed. Therefore, before programme implementation, the university should review the syllabi to ensure that assessment tasks and rubrics clearly demonstrate how students' achievement of the intended learning outcomes is measured.

More importantly, the programme-level learning outcomes assessment mechanism requires stronger operationalisation. The submitted learning outcomes assessment methodology is conceptually appropriate: it requires curriculum mapping, direct and indirect assessment methods, target benchmarks and assessment through specific assignments rather than relying only on final course grades. However, during interviews, QA representatives were not

able to clearly explain how the alignment between learning outcomes, teaching methods and assessment methods is checked in practice or how assessment reliability and fairness are monitored across academic and invited staff. This indicates that the relevant methodological framework exists, but its practical implementation and shared understanding need to be strengthened.

Since the programme is new, no student assessment data are yet available. Therefore, it is particularly important to define before implementation how assessment evidence will be collected, analysed and used for programme improvement. The university should also ensure that feedback practices are consistently implemented across courses so that students receive timely information not only on their grades, but also on the extent to which they have achieved the intended learning outcomes and how they can improve their performance.

Evidences/Indicators

- Bachelor of Business Administration Programme Document;
- Course syllabi;
- Plagiarism prevention, detection and response mechanism;
- Code of Ethics;
- Bachelor thesis regulation;
- Learning outcomes assessment methodology;
- Self-Evaluation Report (SER);
- Interviews with QA staff, programme management, academic and invited staff.

Recommendations:

- The university should review and refine assessment tasks, assessment methods and rubrics across all syllabi before programme implementation to ensure that they are sufficiently specific, transparent and explicitly aligned with course learning outcomes and programme-level Assurance of Learning requirements.

Suggestions for the Programme Development

- The university is encouraged to organise calibration activities among academic and invited staff to support consistent interpretation of assessment criteria and grading standards.
- The university should ensure that feedback practices are consistently implemented across courses so that students receive timely information not only on their grades, but also on the extent to which they have achieved the intended learning outcomes and how they can improve their performance.

Evaluation

Please, evaluate the compliance of the programme with the component

Component

Evaluation

**2.4. Student
evaluation**

Substantially complies

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

Based on the documents submitted by ALTE and the information obtained during the site visit, it is evident that the university provides students with information about the learning process and study programmes. The university has active student support mechanisms that help students integrate into the university environment, which is especially important for first-year students. Administrative and academic staff maintain close communication with students, as confirmed by the information received during student interviews. It should also be noted that students' rights and legal interests are fully protected within the institution. Students are informed about their rights and understand them well. In addition, students are familiar with the rules of academic integrity.

Students have information about various important issues related to their studies and the learning process. Administrative and academic staff actively keep students informed. When necessary, ALTE also supports students in planning an individual learning process.

Consultations with lecturers are carried out during office hours, which are defined in the syllabi. At the same time, students noted that they have established close communication with their professors.

The institution regularly organizes employment forums. The university cooperates with employers and ensures their involvement, which is important for students' future career development. In addition, ALTE actively organizes various events, activities, and public lectures that provide students with additional opportunities beyond their academic courses.

ALTE supports student participation in both local and international projects within the framework of their studies. The university offers students opportunities to participate in conferences and various academic events. Information about these opportunities is actively shared through the university website, social media, and direct communication.

Furthermore, ALTE participates in the Erasmus+ programme and cooperates with a number of international partner universities. This gives students additional opportunities to take part in exchange programmes and gain international educational experience.

The institution fully supports student activities and a diverse student life. Students have active communication with the university administration, through which social, cultural, and sports

activities tailored to their interests are planned. During the interviews, students noted that the activities are diverse and that the university actively supports student life. At the same time, as the programme is designed as an English-taught programme and is expected to attract international students, there should be a mechanism for identifying and responding to international students' academic, linguistic and cultural needs. The panel finds it is not yet sufficiently defined. During interviews, the programme management could not provide a sufficiently specific explanation of how the needs of international students would be identified and addressed.

In general, ALTE has created a student-centered environment where student information, support, and the protection of students' rights are ensured. Close communication between students and administrative and academic staff contributes to the effective management of the learning process and the consideration of individual needs. Students are also informed about their rights and the principles of academic integrity.

The university actively supports students' professional and academic development through employment forums, various events, conferences, and international opportunities. Cooperation within the Erasmus+ programme and with partner universities provides students with opportunities to gain international experience, while diverse student activities contribute to their social development.

Evidences/Indicators

- Self-Evaluation Report (SER);
- Methodology for the planning, design, and development of educational programs;
- Interview results;
- Website;
- Internal Regulations;
- Syllabi of the courses included in the programme.

Recommendations:

- The university should formalise and systematically implement a programme-level mechanism for identifying and addressing the academic, linguistic, cultural and support needs of international students.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component

Evaluation

**3.1 Student
Consulting and
Support Services**

Substantially 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, ratio 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

N/A

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 Bachelor's Programme in Business Administration is implemented by a qualified combination of academic and invited staff. The programme is supported by 32 staff members, including 10 academic staff (5 professors, 3 associate professors, and 2 assistant professors) and 22 invited lecturers. Only 4 out of 10 academic staff are affiliated with the university, indicating a relatively low proportion of permanent staff supporting programme sustainability. The programme relies significantly on invited lecturers (22 invited staff versus 10 academic staff), which may create challenges regarding long-term programme stability and continuity. The qualifications and professional experience of the academic and invited staff appear relevant to the programme objectives and learning outcomes. The academic staff participating in the implementation of the English-language Business Administration programme maintain current research profile, contributing to the University's research mission and supporting research-informed teaching. Their scholarly activities include publications in national and international peer-reviewed journals, participation in scientific conferences, successful grant acquisition, and other research-related initiatives. During the reporting period, programme staff produced 13 scientific publications, including 9 articles published in international journals and 4 publications in national journals. Academic staff also delivered 8 conference presentations, equally distributed between international and national scientific conferences. In addition, programme staff participated in 3 research grants and reported 3 other research-related achievements, demonstrating sustained engagement in scholarly activities. The publication record demonstrates continuity of research activity across the reporting period, with 5 publications in 2021, 5 publications in 2022, and 3 publications in 2023. Conference participation also remained consistent, with presentations delivered annually and increased activity in 2022 and 2024, reflecting ongoing dissemination of research findings within both national and international academic communities.

The university has established internal regulations governing qualification requirements, recruitment, and responsibilities of academic, invited, administrative, and support staff. The institution also demonstrates awareness of workload management and employee well-being, emphasizing balanced workload allocation and flexible working arrangements. The programme benefits from qualified administrative and support personnel whose functions are distributed

across university structures and contribute to student services and programme administration. Workload planning is an integral component of the University's human resource management system. The University seeks to maintain an appropriate balance between teaching, research, administrative, and service responsibilities, thereby supporting employee well-being, maintaining productivity, and preventing excessive workload and professional burnout. The workload of academic and invited staff is determined in accordance with the University's Student Contingent Determination Methodology, which considers student enrolment, curriculum requirements, programme delivery needs, and institutional quality standards. This methodology ensures an equitable distribution of teaching responsibilities while maintaining the quality of learning and teaching. To further promote effective workload management and staff well-being, Alte University applies flexible working arrangements where appropriate. Depending on the nature of the position and operational requirements, employees may be offered flexible working hours, part-time appointments, or hybrid and remote working arrangements in accordance with internal regulations and job descriptions. These practices contribute to the efficient utilization of human resources, enhance employee satisfaction, and support the University's commitment to organizational effectiveness and sustainable human resource management.

The documentation provided and interviews conducted during the visit demonstrates that the Programme Head is actively involved in programme implementation, including curriculum development, quality assurance processes, and coordination with academic staff and relevant stakeholders. Such involvement contributes to ensuring that the programme remains consistent with its objectives, learning outcomes, and current developments in the field of business administration. Program head possesses qualifications and professional experience that make her well-suited to serve as Programme Head. She holds a PhD in Business Administration from Business and Technology University, with research focused on renewable energy implementation and its impact on business, providing a strong academic foundation in business and strategic management. Additionally, she has completed executive education at Harvard Business School, leadership training at Stanford University, and professional programmes in business administration and international financial reporting, demonstrating continuous professional development. Her academic competence is further evidenced by more than a decade of teaching experience at both undergraduate and graduate levels. Since 2016 she has served as an Associate Professor and Academic Council member at Business and Technology University, teaching courses such as Strategic Management, Banking, and Financial Institutions. She has also been a lecturer at Ilia State University, delivering both bachelor's and master's courses in banking, finance, and monetary policy. This extensive teaching experience demonstrates her ability to manage curriculum development, supervise students, and ensure academic quality.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁵	Including the staff holding PhD degree in the sectoral direction⁶	Among them, the affiliated staff
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⁵ Staff implementing the relevant components of the main field of study

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

Total number of academic staff	10	10	6	4
- Professor	5	5	4	3
- Associate Professor	3	3	2	-
- Assistant-Professor	2	2	-	1
- Assistant	-	-		-
Visiting Staff	22	22	3	—
Scientific Staff	-	-	-	—
Including International Staff	-	-	-	-

Evidences/Indicators

- Personal files of staff;
- Qualification requirements for staff.

Recommendations:

- None.

Suggestions for the Programme Development

- It is suggested to increase the proportion of academic staff (including affiliated) involved in programme implementation to strengthen programme sustainability and reduce dependence on invited personnel.

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

N/A

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 systematic approach to staff evaluation and professional development. Staff performance evaluation is conducted through structured procedures linked to the university's strategic development goals and aims to identify professional development needs, provide feedback, support career development, and inform evidence-based decision-making. The evaluation system includes mechanisms for recognizing high performance and addressing identified competency gaps through targeted retraining and development activities.

The university demonstrates a commitment to the continuous professional development of academic, invited, administrative, and support staff. Professional development activities are planned based on both institutional strategic priorities and identified individual needs. The establishment of a dedicated Training and Development Manager position within the Department of People Development and Chancellery further strengthens the institutional framework supporting staff development.

The documentation and interviews confirmed that the university regularly organizes professional development activities related to teaching, research, academic integrity, internationalization, supervision, and the use of innovative teaching methods and artificial intelligence in higher education. The implemented Bootcamps and training sessions cover topics relevant to contemporary higher education practices and contribute to enhancing teaching and research competencies of academic and invited staff. Participation data indicate active involvement of Business School representatives in these activities.

Although staff members are generally familiar with programme learning outcomes and assessment processes, the interviews indicated a need for a deeper understanding of the AoL cycle, including the use of assessment results for continuous programme improvement, closing the loop mechanisms, and the alignment between learning outcomes, assessment tools, and curriculum enhancement processes.

The university also provides various mechanisms for supporting research activities. These include internal grant competitions, conference and publication funding opportunities, research consultations, dissemination of information regarding external funding opportunities, and access to international academic databases. The increase in funding allocated to internal research grants demonstrates institutional commitment to strengthening the university's research environment. The establishment of internal funding mechanisms and active support for participation in national and international research initiatives contribute positively to the development of research culture among academic and invited staff.

Student evaluation of teaching is conducted regularly each semester and serves as an additional mechanism for monitoring teaching quality and identifying areas for improvement. According to the submitted evidence, the academic staff involved in the Business Administration programme receive generally positive evaluations from students regarding teaching effectiveness, communication, organization, and fairness.

Overall, the university has established appropriate mechanisms for staff evaluation, professional development, and research support. The activities implemented demonstrate consistency with institutional strategic objectives and contribute to the enhancement of teaching quality, research productivity, and staff competencies.

Evidences/Indicators

- Staff management policy;
- Regulations of People Development and Chancellery Department;
- Interviews with academic and invited staff members.

Recommendations:

- The university should ensure that the existing staff development system systematically covers academic and invited staff involved in the programme and includes targeted methodological support in student-centered teaching, learning outcomes-oriented course design, feedback provision, academic integrity and teaching in culturally diverse international classrooms.

Suggestions for the Programme Development

- It is suggested to further increase participation of programme staff in international research projects, international publications, and academic mobility activities to further enhance international visibility and research capacity.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>4.3 Professional development of academic, scientific and invited staff</u>	Substantially 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 is provided with necessary infrastructure, information resources relevant to the field of study, and technical equipment required for the achievement of programme learning outcomes. The institution ensures that the learning process is implemented in appropriately equipped physical learning spaces. Auditoriums and classrooms are furnished with relevant technical equipment supporting the delivery of theoretical, practical, and research components of the programme. The existing infrastructure is sufficient to support the planned student intake and ensures the safe and effective implementation of teaching and learning activities. The use of material resources is regulated by internal institutional procedures.

For the implementation of teaching and learning processes, including distance learning components where applicable, the institution provides access to Microsoft 365 (Teams) and Zoom platforms. These systems ensure the continuity of communication, teaching delivery,

and academic interaction between students and academic staff. The university library provides access to core literature defined in programme syllabi in both printed and electronic formats. The institution has acquired 52 updated titles relevant to the programme (total value: 11,000 GEL). The library also provides access to Harvard Business Cases, including 12 Harvard Business Impact cases purchased during the current semester. It was observed that the library collection includes updated and more recent editions of textbooks and learning materials than those indicated in the programme syllabi. This demonstrates the institution's commitment to ensuring the availability of current and relevant academic resources that support the achievement of programme learning outcomes and reflect up-to-date developments in the field of study.

The institution ensures access to electronic scientific databases relevant to the field of study. These include EBSCO, ProQuest, Scopus, ScienceDirect, Cambridge University Journals, SAGE Premier, Edward Elgar Publishing, IMechE Journals, e-Duke Journals Scholarly Collection, Open Edition Journals, European Respiratory Journals, and Mathematical Sciences Publishers Journals. Access to ProQuest was introduced in 2024 and EBSCO in 2025.

The institution ensures continuous maintenance and improvement of infrastructure, information resources, and technical equipment in accordance with programme needs and student feedback. Existing resources are sufficient and appropriately support the achievement of programme learning outcomes.

Evidences/Indicators

- Site visit;
- Library resources.

Recommendations:

None.

Suggestions for the Programme Development

None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>4.4</u> <u>Material Resources</u>	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 programme budget is based on the financial capacity of Alte University and is economically feasible. It is developed in alignment with programme needs and includes identification of relevant activities, as well as both periodic and one-time sources of budget allocation. The sustainability of the programme budget is ensured through diversified funding sources, including tuition fee revenues and additional financial resources obtained from external sources. This ensures the long-term financial stability of the institution and the continuous implementation and development of academic programmes. The financial sustainability of Alte University ensures the uninterrupted implementation and development of all programmes offered by the institution. The budget planning process is aligned with institutional strategic priorities and supports the effective functioning of teaching, research, and student support activities.

The programme budget is structured to support key areas of academic and institutional development, including: staff remuneration; acquisition and maintenance of educational resources (including library and infrastructure development); support for academic staff participation in conferences, scientific publications, and other research activities; funding of student research initiatives; organisation of student recruitment and promotional events; and support for sports, cultural, cognitive, and other extracurricular activities. The budget also provides for scholarships and student financial assistance schemes.

The budget of the English-taught Bachelor of Business Administration programme is included as part of the self-evaluation documentation and is planned for a three-year period. The budget is realistic, evidence-based, and aligned with institutional financial planning. The allocated financial resources are sufficient and sustainable to ensure the effective implementation of the programme.

Overall, the programme budget adequately covers the needs of the educational process, research activities, and extracurricular engagement. The existing financial resources enable the continuous improvement and quality assurance of the programme, ensuring its sustainable development and effective delivery.

Evidences/Indicators

- Budget of the English-taught Bachelor of Business Administration Programme;
- Self-Evaluation Report (SER);
- Information provided by the university on programme financial sustainability;
- Interviews with university administration and programme management.

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff 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 internal quality assurance mechanisms at Alte University are defined by the “Quality assurance Mechanisms and Their Evaluation” document that facilitates integration of internal quality assurance system at every level of university management and therefore, includes relevant schools and structural units of the institution. The quality assurance system of the university refers to continuous improvement in teaching and learning, research, management effectiveness, contribution to society and support services. Having alignment with the university strategic and activity plans, internal quality assurance mechanisms include sets of the attributive tools and measures for each specific direction; activities are measured in terms of predefined specific indicators, including relevant contributors in terms of KPI dependency and ownership.

The institution has also elaborated evaluation system for the effectiveness of quality assurance mechanisms to determine to what extent the existing quality assurance mechanisms contribute to the achievement of the university’s goals and contributes to the improvement of activity results. The QA Office focuses on semester and annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and accreditation site visit findings, programme evaluation is consistent and assessment results are utilized for programme improvement. Programme quality assurance is based on the PDCA - “plan - do - check - act” principle.

Programme evaluation ensures inclusiveness of programme staff that collaborate with the internal QA and share the principles and mechanisms to ensure proper internal quality evaluation of the programme. The QA office cooperates and encourages the involvement of all stakeholders to ensure the constructive evaluation process; therefore, a self-evaluation report

of the programme is jointly prepared especially with the active involvement of academic and administrative staff. As the program does not have students and alumni yet, it can be confirmed that students and alumni from related programmes have been involved in the self-evaluation process.

Evidences/Indicators

- Self-Evaluation Report (SER);
- Quality Assurance Mechanisms;
- Internal and External QA Assessment Results and Analysis;
- Methodology for the planning, design, and development of educational programs;
- Survey forms and results;
- Interview results.

Recommendations:

- None.

Suggestions for the Programme Development

- The university is encouraged to develop a standard internal checklist for syllabus review that explicitly covers constructive alignment, clarity of assessment criteria, assessment validity, academic integrity requirements, AI use and feedback mechanisms.

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

External quality assurance at Alte University is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews the recommendations and suggestions, and the findings are introduced to the schools. The QA office ensures compliance of the recommendations received and overall consideration of the external formative evaluation.

The university has a practice of evaluating program periodically by external experts, including local and international experts. The Business Administration Bachelor's Program was prepared with the active consideration of the local and international experts' experiences and positions, therefore ensuring compliance with the standards and sectoral benchmark requirements. Professors from Open University of Cyprus and Ivane Javakhishvili Tbilisi State University

evaluated the programme positively despite minor recommendations, such as refinement of the learning outcomes assessment mechanism and ensuring their measurability, improvement of assessment-related aspects in some course syllabi, enhancement of the academic staff's research activity; updating of literature; reduction in the number of free elective courses, introduction of practice components – passive and active practice, as well as embedded practice. As well as underlined its perspectives and importance for preparing qualified professionals in the field, attainment of practical skills, programme staff and teaching methods.

Evidences/Indicators

- Self-Evaluation Report (SER);
- Quality Assurance Mechanisms;
- Internal and External QA Assessment Results and Analysis;
- Methodology for the planning, design, and development of educational programs;
- Survey forms and results;
- Interview results.

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

For programme development and service improvement, the QA Office at Alte University ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, if the student

response is too low to get representative results, focus groups are used for ensuring validity. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

Therefore, the institution has developed a comprehensive evaluation strategy to ensure collection of information and evaluations from all relevant sources. At the end of the academic year, the academic and invited staff are evaluated by the QA surveys, as well as through peer attendance practice. Peer attendance is used in cases where relatively lower or exceptionally high evaluation results are identified, serving as a mechanism for both developmental support and the sharing of effective teaching practices. Academic staff are informed in advance about the procedure and monitoring process, ensuring transparency and preparedness. The peer attendance process is conducted in a structured and coordinated manner, with clearly defined steps and responsibilities aimed at supporting teaching quality enhancement and continuous professional development.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and segregated data according to programmes are discussed by the program committees. The evaluation results are used to assess the programme efficiency and if necessary, to modify and improve it. The University ensures benchmarking for the best available practices to develop a competitive programme. The Programme shares the experiences of 1 Georgian and 5 International Universities, as well as the expertise of the partner institution – Montpellier Business School (MBS). The programmes of the following institutions are studied in the process of elaborating Business Administration Bachelor's Program – University of Georgia (Tbilisi, Georgia), New European School (Munich, Germany), Brock University Goodman School of Business (Ontario, Canada), SBS Swiss Business School – Barcelona Campus BBA Program, New European College in Munich", Stockholm Business School (SBS). Therefore, tendencies that have been observed have affected the development of the programme and incorporates both international and local practices and requirements.

Evidences/Indicators

- Self-Evaluation Report (SER);
- Quality Assurance Mechanisms;
- Internal and External QA Assessment Results and Analysis;
- Methodology for the planning, design, and development of educational programs;
- Benchmarking and analysis of analogue programs and experiences;
- Survey forms and results;
- Interview results.

Recommendations:

- None.

Suggestions for the Programme Development

- The university is encouraged to use peer observation and teaching review more systematically to support consistency in teaching quality and student-centered learning.

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):

Signatures:

Chair of Accreditation Expert Panel

Mikus Dubickis



Accreditation Expert Panel Members

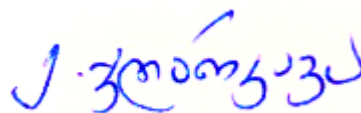
Tamta Tskhovrebadze



Keti Tskhadadze



Elene Jgarkava



Giorgi Mkheidze

