Annex No. 3

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report
On Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian Language Preparation Individual Educational Programme

English-language Master's Programme in Business Administration
Tbilisi Humanitarian University LLC

Evaluation Date: 16.09.2026

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Tbilisi

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Information about a Higher Education Institution [1]

Name of Institution Indicating its Organisational Legal Form (In English and Georgian languages)	Tbilisi Humanitarian University LLC
Identification Code of Institution	206046045
Type of the Institution	University

Expert Panel Members

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[1] In the case of a joint higher 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 the Educational Programme (in Georgian)	ბიზნესის ადმინისტრირება
Name of the Educational Programme (in English)	Business Administration
Level of Higher Education/programme	Master's StudiesMaster's Studies
Qualification to be Awarded[2] (In English and Georgian languages)	I ნაწილი - ბიზნესის ადმინისტრირების მაგისტრი / Master of Business Administration II ნაწილი - კვლევის მაგისტრი ბიზნესის ადმინისტრირებაში / Master of Research in Business Administration
Name and code of the detailed field according to the Classifier of Fields of Study	0413 Management and Administration
Name and code of the detailed field according to ISCED–F-2013	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	---
Language of Instruction	English
Number of ECTS credits	120 credits: Part I – 60, Part II – 60.
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New Programme
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)	---
Threshold number of **MD students'** quotas established by the Accreditation/Authorisation Council (if any)	---
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 Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on Education Programme**

The English-language Master's Educational Programme in Business Administration is a newly proposed second-cycle academic degree offered by Tbilisi Humanitarian University LLC (identification code 206046045). Programmatic governance is situated within the Faculty of Law, Business, Humanities and Social Sciences. Formally titled in Georgian as ბიზნესის ადმინისტრირება and in English as Business Administration, the programme has been designed to align with the strategic development priorities of the institution, internationalisation objectives, and labour market expectations identified through employer consultations and sectoral field council discussions.

The programme corresponds to Level 7 of the National Qualifications Framework (NQF) and falls under the detailed field classifier code 0413 Management and Administration. The curriculum encompasses a total workload of 120 ECTS credits taught entirely in the English language across two academic years, structured into four semesters of twenty weeks each. A defining structural element of the degree is its sequential two-part qualification architecture (1+1 model). Part I consists of 60 ECTS credits of core compulsory courses in management, economics, accounting, finance, and strategy, culminating in the academic award of Master of Business Administration (MBA). Part II comprises an additional 60 ECTS credits dedicated to advanced analytical modules, electives, and a compulsory 24-ECTS Master's Thesis, leading to the award of Research Master of Business Administration (also designated in programme documents as Master of Research - Business Administration). Admission to the programme requires applicants to hold a recognised Bachelor's degree or equivalent academic qualification. Given the international orientation and instruction medium of the degree, candidates must demonstrate verified B2-level English language proficiency through recognised international certificates or internal university examinations. The educational programme operates under an institutional target admission quota of 20 study places, which is accommodated within Tbilisi Humanitarian University's total authorised student ceiling of 750 students. Regulated student mobility and internal progression are governed by a specific statutory provision: students who successfully complete Part I (60 ECTS) at THU maintain the legal entitlement to proceed to Part II (60 ECTS) within a five-year period without retaking the Unified Master's Examination, provided the continuation occurs within the same institution and programme. Should this five-year period elapse, or should a student seek transfer to another higher education institution, national examination requirements apply in full.

- **Overview of the Accreditation Site Visit**

The English-language Master's Educational Programme in Business Administration substantially complies with the accreditation standards. The principal conditions for full compliance concern the coherence and research depth of Part II, explicit alignment of programme learning outcomes with assessment criteria, consistent workload calculations, and systematic correction of documentary inconsistencies. The detailed findings, recommendations, and suggestions below explain the evidence for this conclusion.

The accreditation site visit for the evaluation of the new English-language Master's Educational Programme in Business Administration at Tbilisi Humanitarian University LLC was conducted on 16 September 2026 by an external Expert Panel appointed by the National Centre for Educational Quality Enhancement (NCEQE).

The site visit followed a structured agenda designed to examine the programme's compliance with national higher education accreditation standards. During the visit, the expert panel conducted comprehensive semi-structured interviews with key institutional stakeholders, including:

- University Management and Leadership: Vice-Rectors, Advisor to the Rector, Dean of the Faculty of Law, Business, Humanities and Social Sciences, and Head of Legal Service
- Self-Evaluation Working Group & Quality Assurance: Head of Quality Assurance Service, Heads of Educational Process Management, HR, and International Relations
- Programme Management: Head of the Educational Programme

- Academic and Invited Staff: Affiliated professors, associate professors, assistant professors, and visiting lecturers responsible for teaching core business modules, research methods, and supervising Master's theses
- Employers and Sectoral Representatives: Representatives from the local business community, partner organisations, and employers involved in field consultations
- Support Services Personnel: Administrative staff from the Library, Student Support and Career Development Service, and Financial Office

In addition to stakeholder interviews, the Expert Panel inspected the university's physical infrastructure, including auditoriums equipped with multimedia technology, computer laboratories, library reading spaces, administrative facilities, and electronic learning management systems (LMS) and databases. The panel also examined supplemental documentation provided on site, such as sample course syllabi, internal regulations, academic staff CVs, research publications, and workload schemes.

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

Overall, the English-language Master's Educational Programme in Business Administration substantially complies with the national accreditation standards. It complies with Components 1.1, 2.3, 3.1, 3.2, and 4.1–4.4, and substantially complies with Components 1.2–1.5, 2.1, 2.4, 4.5, 5.1, and 5.3. The principal conditions for full compliance concern workload unification, documentary consistency, the research depth of Part II, and explicit alignment of programme learning outcomes with assessment criteria.

- **Recommendations**

1. Map of Objectives and Learning Outcomes (Standard 1.2): It is recommended that the University revise the Map of Programme Objectives and Learning Outcomes so that it accurately represents the substantive relationships between the objectives and outcomes of each qualification, particularly those concerning innovation, ethics, sustainability, evidence-based decision-making, and continuous professional and scholarly development.
2. Master's Thesis Assessment Rubric (Standard 1.3)It is recommended that the University explicitly align the Master's Thesis assessment rubric with the Part II Programme Learning Outcomes (PLOs) and establish transparent scoring criteria to evaluate students' research competence.
3. (Standard 1.4). It is recommended that the University strengthens the research orientation and coherence of Part II by introducing additional compulsory research-related courses or clearly defined curriculum components. These should include, at a minimum, applied statistics and statistical data analysis, advanced quantitative and qualitative research methods, and practical training in relevant analytical software. The curriculum should also provide structured preparation in research design, literature review, academic writing, research ethics, and thesis-proposal development. These components should be completed before students commence the Master's Thesis and should ensure that every student, regardless of elective choice, is adequately prepared to design and conduct independent Master's-level research;
4. Syllabi Revision & Workload Alignment (Standard 1.5): It is recommended that the University systematically revise all syllabi to identify the correct Master's programme and qualification level, use approved course titles, remove copy-paste errors, and ensure consistency among workload tables, teaching methods, learning outcomes, weekly content, and assessment information. Furthermore, the University must align student-workload calculations across the programme and syllabi by consistently applying the institutionally approved number of hours per ECTS credit;
5. (Standard 2.1). It is recommended that the admission requirements and procedures be clarified by explicitly defining English language proficiency at B2 level as a mandatory prerequisite for the English-taught Master's Educational Programme in Business Administration, specifying the

accepted forms of evidence and recognition criteria for internationally recognised certificates, and explicitly designating the Unified Master's Examination as the required admission examination, subject to the exceptions provided for by Georgian legislation;

6. Thesis Assessment Breakdown (Standard 2.4): It is recommended that the assessment of the Master's thesis be presented with a detailed breakdown of the points awarded for each assessment component, in order to ensure greater transparency and to enable students to have clear and advanced information about the assessment criteria and the distribution of points;
7. Stakeholder Involvement in Quality Assurance (Standard 5.1): It is recommended that the quality assurance mechanisms clearly include appropriate instruments to demonstrate the involvement of stakeholders in the development of the new educational programme and the consideration of their feedback in the development and subsequent enhancement of the programme's objectives, learning outcomes, and curriculum;
8. Systematic Assessment Analysis (Standard 5.3): It is recommended that the University systematically analyse educational programme assessment results, identify areas requiring improvement, implement appropriate follow-up measures, and document and monitor their effectiveness to ensure that assessment findings are effectively used for the continuous enhancement of the educational programme.

- **Suggestions**

1. Research Scope in Part II Objectives (Standard 1.1): It is suggested that the University refine the wording of the Part II objectives to describe more precisely the scope of Master's-level research, with emphasis on independent applied research, critical analysis, context-specific insights, and evidence-based recommendations.
2. Curricular Placement & Course Content (Standard 1.4): It is suggested that the University reconsider the placement of Entrepreneurship and Venture Creation within Part II, as its content directly supports the Part I outcome related to innovative business models and venture development. Furthermore, it is suggested that the research-communication content of Executive Communication and Negotiation be expanded or supplemented through academic writing and research communication.
3. Language Policy Regulation (Standard 2.1): It is advisable for the institution to specify the B2-level English language requirements in the document "Procedure for Determining Language Competence of Tbilisi Humanitarian Teaching University LLC". In particular, under Article 1 – General Provisions, paragraph (a) – English, the requirements for B2-level proficiency should be explicitly defined, as the current wording refers only to B1-level English proficiency.
4. Research Incentives for Master's Students (Standard 2.2): It is suggested that the University establish formal support mechanisms and financial/academic incentives to encourage Master's students to present research at academic conferences and participate in applied business research initiatives.
5. Generative AI Policy Guidance (Standard 2.4): It is suggested that the administration ensure that students are adequately informed about the regulations governing the use of generative artificial intelligence, while lecturers, in accordance with the regulation, should reflect in the syllabi whether and to what extent the use of AI tools is permitted within the learning process.
6. Programme Head Affiliation (Standard 4.1): It is suggested that the program head to be affiliated with the University to ensure that his/her research and teaching activities are fully devoted to the effective implementation of the educational program.
7. Scopus / Web of Science Research Productivity (Standard 4.3): To enhance research productivity, it is suggested to establish a minimum requirement for academic staff of at least one publication within a specific timeframe (e.g., 3–5 years) in journals indexed in Scopus and Web of Science.
8. Business Laboratory Equipment (Standard 4.4): It is suggested that the business laboratory should be equipped with appropriate equipment, computers, and the computer software necessary for business-related instruction.

9. External Quality Assurance Tracking / PDCA Cycle (Standard 5.2): It is suggested that the University more clearly document the specific changes and improvements made to the educational programme in response to feedback and recommendations provided by external evaluators, thereby strengthening the link between external evaluation results and the subsequent development and improvement of the programme within the PDCA cycle.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards**

The quantitative evaluation of the English-language Master's Educational Programme in Business Administration at Tbilisi Humanitarian University LLC (THU) demonstrates a balanced institutional capacity across human, research, structural, and material dimensions, while highlighting a key documentary discrepancy regarding credit workload definitions.

Programme delivery is carried out by 13 academic and instructional staff members, comprising 10 academic staff (1 Professor, 7 Associate Professors, and 2 Assistant Professors) and 3 invited lecturers. Academic qualification standards are high, with 11 out of 13 personnel (84.6%) and 100% of academic staff holding a PhD or equivalent degree, including 8 personnel equipped with doctoral-level sectoral expertise in Business Administration and Management. Furthermore, 5 academic staff members (50%) are formally affiliated with THU, exceeding the university's internal requirement of a 40% affiliation threshold. Operational stability is further reinforced by a 3.33:1 ratio of academic to invited staff and a dedicated administrative base of 10 support personnel across key academic and operational units.

Over the preceding five-year evaluation cycle, the teaching body accumulated a cumulative research output of 411 scientific indicators. This output encompasses 216 publications in local peer-reviewed journals, 25 articles in international peer-reviewed journals, 22 local conference presentations, 89 international conference presentations, and 59 other scientific or methodological contributions.

Regarding student enrolment and supervision, 20 study places have been allocated to the programme within the university's institutional authorisation cap of 750 students. The university projects an initial intake of 12 students in 2027 and 20 students in 2028, yielding a favourable academic staff-to-student ratio between 1:1.2 and 1:2. For research supervision, 10 qualified supervisors are available for the Master's thesis, adhering strictly to the maximum regulatory workload limit of 1 supervisor per 3 active Master's students (1:3 ratio).

The 120 ECTS curriculum is structured over four semesters (two academic years), divided into Part I (60 ECTS) covering 10 compulsory core management courses, and Part II (60 ECTS) comprising 5 compulsory courses (24 ECTS), 2 elective courses (12 ECTS), and a mandatory Master's Thesis (24 ECTS). While the Self-Evaluation Report (SER) initially references an institutional credit calculation standard of 1 ECTS = 25 hours, the course syllabi and curriculum map define student workload based on 30 astronomical hours per 1 ECTS credit, resulting in a total degree workload of 3,600 hours. Taught modules require 120 hours (4 ECTS), 180 hours (6 ECTS), or 240 hours (8 ECTS), while the 24-ECTS Master's thesis accounts for 720 total hours (comprising 45 consultation/examination hours and 675 independent research hours).

Finally, the programme's financial and material base ensures operational sustainability. Based on an annual tuition fee of 7,000 GEL per student, projected annual revenues ranging between 84,000 GEL and 140,000 GEL fully cover instructional and administrative costs. Teaching is supported by adapted multimedia auditoriums, computer laboratories, and an institutional library operating 72 hours weekly, providing physical holdings as well as full electronic access to international scientific databases via the national library consortium.

- **Brief Overview of the Best Practices**

The university’s implementation of a comprehensive, modern electronic portal, which enables students to seamlessly manage academic records, check examination schedules, request documentation, and access learning materials from a single platform, serves as a notable best practice in student administration and support.

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

The Expert Panel thanks Tbilisi Humanitarian University for submitting its detailed argumentative position dated on 9th October 2026. After reviewing the statement, the Panel shares the institution's perspective on several key points and has adjusted the final report accordingly.

Specifically, the recommendation concerning documentation cleanup and terminology has been removed, as the university clarified that all technical and terminological inaccuracies were fully rectified in the revised programme documentation officially submitted for consideration. Additionally, the Panel agreed with the university's observation regarding the duplication of admission requirements. As a result, the separate recommendations addressing the mandatory B2-level English language proficiency and the requirement to pass the Unified Master’s Examination have been consolidated into a single, comprehensive recommendation to improve clarity.

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**	**Substantially**
1.1	Programme Objectives	**Complies**
1.2	Programme Learning Outcomes	**Substantially**
1.3	Evaluation Mechanism of the Programme Learning Outcomes	**Substantially**
1.4	Structure and Content of Educational Programme	**Substantially**
1.5	Academic Course/Subject	**Substantially**
2.	**Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**	**Substantially**
2.1	Programme Admission Preconditions	**Substantially**
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**
3.	**Student Achievements and Individual Work with Them**	**Complies**
3.1	Student Consulting and Support Services	**Complies**
3.2	Master's Student Supervision	**Complies**
4	**Providing Teaching Resources**	**Complies**
4.1	Human Resources	**Complies**
4.2	Qualification of Supervisors of Master's Student	**Complies**
4.3	Professional Development of Academic, Scientific and Invited Staff	**Complies**
4.4	Material Resources	**Complies**
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	**Complies**
5	**Teaching Quality Enhancement Opportunities**	**Substantially**
5.1	Internal Quality Evaluation	**Substantially**
5.2	External Quality Evaluation	**Complies**
5.3	Programme Monitoring and Periodic Review	**Substantially**

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

Sector Benchmarks

Assessment criteria

Definitions:

Assessment of Compliance of the Clustered Educational Programmes with the Requirements of the Standard Component

Description – Based on the information provided in the self-evaluation report of the educational programme, the attached documentation and the information obtained during the accreditation site visit, describe the current situation related to the respective component of the standard.

The description should reflect the key mechanisms, characteristics and practices presented by the institution in relation to the requirements of the component of the standard.

Analysis – Analyse the presented information in terms of its compliance with the requirements of the component of the standard. In the analysis, evaluate the extent to which the existing practice ensures compliance with the requirements.

The analysis should include:

- Strengths
- Areas for Improvement (if any)

Summary – Summarise the results of the above description and analysis and formulate a conclusion regarding compliance with the requirements of the component of the standard.

Evidences/Indicators – Indicate the relevant evidences/indicators related to the component (documents, interview results and other relevant sources of information).

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The objectives of the English-language Master's Programme in Business Administration are formulated separately for the two consecutive parts. Part I is professionally oriented and leads to the qualification of Master of Business Administration, while Part II is research-oriented and leads to the qualification identified in the programme as Research Master of Business Administration. This differentiation is appropriate for the 1+1 structure because it distinguishes the professional profile of the first qualification from the research profile of the second.

The Part I objectives focus on preparing business professionals capable of critically analysing complex business environments, evaluating strategic alternatives, and developing innovative, ethical, and sustainable managerial solutions for organisations operating in local and global markets. They are relevant to the field of management and administration and reflect contemporary expectations related to strategic thinking, responsible management, innovation, sustainability, and decision-making in complex environments.

The Part II objectives focus on preparing graduates to conduct independent and ethically responsible business research, generate evidence-based knowledge, and develop solutions to complex organisational and societal challenges. They establish an identifiable research direction and support progression from advanced professional competence to research and analytical competence.

According to the self-evaluation report, the objectives are aligned with the University's mission and strategic priorities, including the preparation of competitive and ethically responsible graduates and the strengthening of internationalisation. The English-language format supports these priorities by enabling engagement with international academic literature, business cases, and global management practices. Full verification should be based on the institutional mission, strategic plan, and evidence showing how those documents informed programme design.

The objectives demonstrate general responsiveness to labour-market and societal needs by preparing graduates for managerial, analytical, consulting, and research-related roles. The inclusion of innovation, digital transformation, ethical management, sustainability, and evidence-based decision-making increases the programme's relevance to contemporary organisational challenges.

The first objective of Part II appropriately emphasises the preparation of graduates for independent research activity. The term "expert master-researcher" could, however, be refined to describe more precisely the scope of Master's-level research and the intended graduate profile. Greater emphasis on the ability to conduct independent applied business research, critically analyse existing knowledge, generate context-specific insights, and develop evidence-based recommendations would make the expected research competence more transparent and strengthen its alignment with the qualification.

Overall, the objectives are clearly formulated, relevant to the field and qualification level, and appropriately distinguish the professional orientation of Part I from the research orientation of Part II. The adequacy of the curriculum in supporting the Part II objectives is considered under Components 1.4 and 1.5.

Evidences/Indicators

- Self-Evaluation Report

- English-language Master's Programme in Business Administration
- Annex 4 - Map of Programme Objectives and Learning Outcomes
- programme planning and evaluation methodology

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the University refine the wording of the Part II objectives to describe more precisely the scope of Master's-level research, with emphasis on independent applied research, critical analysis, context-specific insights, and evidence-based recommendations.

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The programme learning outcomes are formulated separately for the two qualifications. Part I comprises seven outcomes focused on advanced professional and managerial competence, while Part II comprises five outcomes focused on research, analytical reasoning, evidence-based decision-making, and continuous professional and scholarly development.

The Part I outcomes address advanced theories and approaches in economics, management, marketing, finance, operations, innovation, and organisational behaviour. They also cover environmental analysis, strategic decision-making, business-model development, leadership and human-capital practices, organisational resilience, digital transformation, ethics, corporate governance, social responsibility, and sustainability. These areas generally correspond to the professional profile of an MBA graduate and to Level 7 complexity.

The Part II outcomes require graduates to identify research needs, formulate research problems, critically evaluate theoretical, methodological, and empirical literature, analyse organisational and market data, and develop evidence-based recommendations. They also address the generation of context-specific insights and critical reflection on personal, professional, and research competences. These outcomes generally correspond to the intended research profile of the second qualification.

The outcomes predominantly use observable action verbs such as "analyses", "evaluates", "designs", "formulates", and "develops". This supports assessment. Their separation between the two parts is appropriate because each qualification requires an independently identifiable graduate profile.

Some outcomes would benefit from greater precision. Part I Learning Outcome 2 combines analysis of the business environment, managerial and strategic decision-making, and communication with specialist and non-specialist

audiences. These distinct competences may require different assessment instruments. Part I Learning Outcome 5 uses the broad phrase "approaches necessary to enhance resilience" without specifying whether the competence concerns organisational, operational, financial, or supply-chain resilience.
Part II Learning Outcome 4 requires graduates to create new insights and context-specific knowledge. This is broadly acceptable at Master's level when understood as evidence-based insight generated through independent research, but it should not be interpreted as requiring the same original contribution expected from doctoral research.
The objectives-to-PLO map does not fully reflect evident conceptual relationships. Part I Objective 2 explicitly refers to innovative, ethical, and sustainable solutions, but the map does not clearly connect it with all directly relevant outcomes, particularly Learning Outcomes 3 and 7. Part II Objective 1 refers to continuous professional and scholarly development but is not linked to Learning Outcome 5. Part II Objective 2 refers to evidence-based knowledge, while its link with Learning Outcome 2 on data analysis and evidence-based decision-making is not clearly represented.
The course-to-PLO map identifies where outcomes are introduced, deepened, and mastered. Research Methods and Applied Business Research and the Master's Thesis have central roles in the mastery of Part II outcomes. The sufficiency of the curriculum and assessment evidence is considered under Components 1.3-1.5.
Overall, the outcomes generally correspond to the programme objectives, the field, and Master's-level expectations. The principal deficiency concerns the accuracy of the formal objectives-to-PLO map rather than the overall relevance of the outcomes.

Evidences/Indicators

- English-language Master's Programme in Business Administration
- Annex 2 - Programme Learning Outcomes and Target Benchmarks
- Annex 3 - Programme Learning Outcomes Map
- Annex 4 - Map of Programme Objectives and Learning Outcomes
- PLO assessment mechanism
- course syllabi

Recommendations:

- It is recommended that the University revise the Map of Programme Objectives and Learning Outcomes so that it accurately represents the substantive relationships between the objectives and outcomes of each qualification, particularly those concerning innovation, ethics, sustainability, evidence-based decision-making, and continuous professional and scholarly development.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Substantially

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 analysing data necessary to measure learning outcomes;

- Programme learning outcomes assessment results are utilised for the improvement of the programme.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The University has established a formal mechanism for evaluating PLOs. It describes a cycle encompassing identification of data, collection, analysis and interpretation, identification of areas for improvement, planning of actions, and subsequent monitoring. The Programme Head, Quality Assurance Department, and academic and invited staff are identified as participants.

The mechanism provides for direct evidence from case studies, projects, practical assignments, presentations, examinations, research assignments, and the Master's Thesis. Indirect evidence includes stakeholder feedback and programme-level indicators related to progression, completion, mobility, employment, and satisfaction. This is an appropriate general framework for evaluating student achievement and programme effectiveness.

The assessment plan identifies contributing courses, intended developmental levels, assessment periods, planned benchmarks, expected achievement rates, and fields for actual results and deviations. It also states that findings may inform curriculum, syllabi, teaching, assessment, resources, and student support.

The plan lists general assessment methods but does not specify the embedded task and rubric criterion used to measure each PLO. It is therefore unclear how a PLO-specific result will be extracted from a case study, project, examination, presentation, or thesis. Many syllabi also use broadly standardised criteria rather than criteria explicitly tailored to their course outcomes and related PLOs.

The Master's Thesis is mapped at mastery level to all five Part II PLOs. Its assessment form covers relevant aspects such as topic justification, literature, methodology, analysis, presentation, and sources. However, the criteria are not explicitly mapped to the Part II PLOs, and the relationship between rubric scores and achievement of each PLO is undefined.

As this is a new programme, no actual assessment results are available. This is understandable and is not treated as a deficiency. Nevertheless, the design must be operational before implementation so that the first cohorts generate valid PLO-level evidence.

Overall, the mechanism contains the main stages of an assessment cycle and identifies relevant direct and indirect sources. Substantial revision is required to ensure criterion-referenced, PLO-specific assessment and transparent decision rules for each qualification.

Evidences/Indicators

- English-language Master's Programme in Business Administration
- programme planning and evaluation methodology
- course syllabi and assessment criteria
- Master's Thesis instructions and assessment form

Recommendations:

- It is recommended that the University explicitly align the Master's Thesis assessment rubric with the Part II Programme Learning Outcomes (PLOs) and establish transparent scoring criteria to evaluate students' research competence.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Substantially

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The documentation contains objectives, separate outcomes for the two qualifications, a curriculum, prerequisites, alignment maps, teaching and assessment approaches, and a Master's Thesis component.

The programme follows a 1+1 structure. Part I is a 60-ECTS professional MBA component, and Part II is intended as an additional 60-ECTS research-oriented component. Completion of Part I is a programme-level condition for progression to Part II. Individual Part I courses do not need to be repeated as prerequisites for each Part II course. The Master's Thesis appropriately requires Business Analysis and Decision Intelligence and Research Methods and Applied Business Research.

Part I consists of ten compulsory courses distributed equally across two semesters. It covers managerial economics, organisational behaviour and leadership, accounting and financial reporting, marketing, innovation, operations and supply chains, strategy, corporate finance and risk, digital transformation, ethics, governance, and sustainability. This provides a broad and generally coherent foundation for the MBA qualification.

Part II includes Entrepreneurship and Venture Creation, Business Analysis and Decision Intelligence, Agile Project and Change Management, Executive Communication and Negotiation, Research Methods and Applied Business Research, electives, and a 24-ECTS Master's Thesis. Research Methods covers the research process, literature review, research questions, conceptual frameworks, qualitative, quantitative, and mixed-method designs, sampling, measurement, data analysis, ethics, and proposal development. Business Analysis adds exposure to descriptive, diagnostic, predictive, and prescriptive analytics. Together with the thesis, these provide a foundation for research activity.

Nevertheless, Part II has a mixed profile. Entrepreneurship, Agile Project and Change Management, and Executive Communication and Negotiation are predominantly professional. Executive Communication contains one topic on research communication, but most content concerns managerial communication and negotiation. The elective portfolio is also largely professional. Some electives support analytical competence, but none is explicitly an advanced research-methods course.

Part II may support applied professional research, but it does not yet demonstrate a fully coherent research pathway for every student. Advanced practical preparation in quantitative or qualitative analysis and use of analytical software is limited. The research qualification should be supported not only by the thesis but also by a taught component enabling every student to conduct the research required by the Part II outcomes.

Overall, Part I provides a broadly coherent professional curriculum. Part II includes relevant research foundations and a substantial thesis, but its taught component remains predominantly professional and does not ensure the same research depth through every pathway.

Evidences/Indicators

- English-language Master's Programme in Business Administration

- Annexes 1-4
- Compulsory and elective course syllabi
- Programme planning and evaluation methodology
- Master's Thesis instructions

Recommendations:

- It is recommended that the University strengthens the research orientation and coherence of Part II by introducing additional compulsory research-related courses or clearly defined curriculum components. These should include, at a minimum, applied statistics and statistical data analysis, advanced quantitative and qualitative research methods, and practical training in relevant analytical software. The curriculum should also provide structured preparation in research design, literature review, academic writing, research ethics, and thesis-proposal development. These components should be completed before students commence the Master's Thesis and should ensure that every student, regardless of elective choice, is adequately prepared to design and conduct independent Master's-level research.

Suggestions for the Programme Development

- It is suggested that the University reconsider the placement of Entrepreneurship and Venture Creation within Part II, as its content directly supports the Part I outcome related to innovative business models and venture development.
- It is suggested that the research-communication content of Executive Communication and Negotiation be expanded or supplemented through academic writing and research communication.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Substantially

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The submitted syllabi provide information on aims, status, ECTS, semester, prerequisites, workload, assessment, learning outcomes, teaching methods, weekly topics, and literature. The curriculum covers the principal professional areas and includes analytical and research-related components appropriate to its two-part design.
Part I courses generally support the professional MBA outcomes through coverage of major organisational functions and opportunities for case analysis, problem-solving, projects, and strategic decision-making. Part II syllabi confirm that Research Methods and Applied Business Research covers the principal research stages and that Business Analysis and Decision Intelligence develops analytical and evidence-based decision-making. The Master's Thesis

requires formulation of a research problem, independent research, analysis of findings, conclusions and recommendations, and presentation and defence.
Research Methods is appropriately positioned before the thesis and uses contemporary core literature. However, major methodological areas are each addressed within a single weekly topic, and data analysis is described only as "qualitative analysis approaches" and "statistical analysis fundamentals". No laboratory work or specific analytical software is identified, and the additional resource is a generic lecturer-provided manual. Given its role as the principal research-methods course supporting a 24-ECTS thesis, greater methodological depth and practical application are needed or should be more clearly demonstrated.
Business Analysis addresses descriptive, diagnostic, predictive, and prescriptive analytics, statistical thinking, visualisation, and AI-enabled decision support. Nevertheless, it identifies neither laboratory work nor specific software for demonstrating practical analytical competence. Its contribution would be stronger if assessments required analysis of authentic data using identified tools and interpretation in a research context.
Entrepreneurship, Agile Project and Change Management, and Executive Communication and Negotiation are coherent professional courses, but their principal focus is managerial practice rather than research. The elective courses are professionally relevant, but none provides a dedicated advanced research-methods pathway. This course-level evidence supports the structural finding under Component 1.4.
Several course titles differ from the curriculum and maps. The Organisational Behaviour, Leadership and Human Capital syllabus contains an apparent copy-and-paste error referring to microeconomic and macroeconomic factors. Research Methods allocates 28 hours to group work but does not select group work in the teaching-methods table. The Master's Thesis syllabus does not select "Thesis/project" as a teaching method, while lecture, group work, and practical teaching are selected; it also contains blank staff information and no literature. These issues reduce the reliability of the syllabi as formal academic documents.
The programme documentation states that one ECTS equals 25 hours, whereas the curriculum and syllabi consistently apply 30 hours: 4 ECTS equals 120 hours, 6 ECTS equals 180 hours, 8 ECTS equals 240 hours, and the 24-ECTS thesis equals 720 hours. The problem is therefore inconsistency between programme-level and course-level documents, not internal inconsistency within the syllabi.
The 8-ECTS courses carry 240 hours. This may be reasonable for integrative courses, but the relationship between breadth, depth, assessments, and independent work should be demonstrated. Several combine extensive areas, including Business Environment and Managerial Economics, Design Thinking and Innovation Management, and Operations, Supply Chain and Quality Management.
Most syllabi identify relevant and generally recent core textbooks. However, many rely on one principal textbook, while supplementary materials are described generically as "articles provided by the lecturer", "cases provided by the lecturer", or "manuals provided by the lecturer". This prevents prior verification of academic level, relevance, recency, and availability. The thesis syllabus lists no literature. Bibliographic accuracy and availability should also be verified, including sources dated 2026 or 2027.
Assessment structures are highly standardised. Standardisation may support transparency, but several rubrics use generic language rather than criteria tailored to specific course outcomes. The documents do not always demonstrate which task and criterion measure each course outcome and related PLO. Course-specific alignment is particularly important for mastery-level courses and the thesis.
The thesis instructions establish supervision, review, integrity, defence, and grading procedures. However, they refer incorrectly to plagiarism checking during the fourteenth week of the "Bachelor's degree". They permit APA, Chicago, or MLA but subsequently prescribe a separate format that does not consistently follow those systems. The thesis syllabus states that detailed assessment criteria are determined by the faculty, while the relationship between the rubric, thesis outcomes, and Part II PLOs is not explicit.
Overall, the courses broadly support Part I and provide a basic research foundation for Part II. The main deficiencies concern the depth and practical application of research and analytical preparation, documentary inconsistencies, insufficiently explicit outcome-to-assessment alignment, inconsistent workload statements, and incompletely specified learning resources.

Evidences/Indicators

- English-language Master's Programme in Business Administration
- Annexes 1-3
- Compulsory and elective syllabi

- Master's Thesis syllabus and instructions
- Thesis assessment form
- Institutional ECTS and assessment rules

Recommendations:

- It is recommended that the University systematically revise all syllabi to identify the correct Master's programme and qualification level, use approved course titles, remove copy-paste errors, and ensure consistency among workload tables, teaching methods, learning outcomes, weekly content, and assessment information. Furthermore, the University must align student-workload calculations across the programme and syllabi by consistently applying the institutionally approved number of hours per ECTS credit.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Substantially

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The admission requirements and procedures for the educational programme mostly comply with the applicable legislation and take into account the specific nature of the Master's Educational Programme in Business Administration.

Based on the review of the programme documentation and interviews, it was identified that the programme is delivered in English and that the University defines English language proficiency at B2 level as one of the admission requirements. This requirement was confirmed during the interview with the Head of the Programme and representatives of the Quality Assurance Office. However, in the main programme document and the self-evaluation report, the admission requirement is formulated as knowledge of a "foreign language" at B2 level, which does not fully and unambiguously reflect the requirement for English language proficiency as a necessary prerequisite for admission to an English-taught programme.

Furthermore, the admission requirements stipulate that B2-level foreign language proficiency may be demonstrated through an appropriate certificate and/or an internal university examination. Based on the review of the

documentation, it could not be confirmed that the programme documents clearly specify which internationally recognised certificates/documents are considered acceptable evidence by the University.

It should be noted that, during the interviews, the University representatives identified the current status of the issue and acknowledged the need for improvement. Furthermore, it was established during the interviews that, upon the recognition of the programme as an applicant for accreditation and in accordance with the applicable legislative requirements, the University had submitted an updated version of the educational programme to the National Centre for Educational Quality Enhancement. During the interview, the Quality Assurance Office indicated that it was assumed that the final version of the programme had not been provided to the Expert Panel. Accordingly, the Expert Panel requested the submission of the final version of the programme. In the additional documentation requested by the Expert Panel, the institution submitted an updated version of the educational programme, in which the provisions related to the English language had been clarified. However, in this version, the admission requirements no longer included the admission requirement established for the second part of the educational programme. As the institution updated the document during the site visit, it was not possible to reach a definitive conclusion regarding this matter. Accordingly, the assessment was based on the documentation submitted at the stage when the educational programme was recognised as an applicant for accreditation. At the same time, in the alternative scenario, the admission requirements reflected in the additionally submitted document no longer complied with the applicable requirements, and the document lacked an important component, namely, the admission requirement established for the second part of the educational programme. Consequently, the additionally submitted version of the document could not serve as a sufficient basis for assessing the relevant admission requirement.

In this regard, the Expert Panel additionally reviewed the regulatory document governing language competence assessment at the University. The review revealed that the criteria for assessing foreign language proficiency are not fully and consistently defined in relation to international standards, while the approaches to assessing different language levels are presented in greater detail in the case of the internal university examination. The document also provides for the recognition of English language proficiency through various international certificates for the B1 level.

It is recommended that the admission requirements for the educational programme be clarified so that, taking into account the specific nature of the English-taught programme, English language proficiency at B2 level is explicitly defined as a mandatory admission requirement. In addition, the acceptable forms of demonstrating English language competence should be clearly defined, including a list of relevant internationally recognised certificates/documents or criteria for their recognition. This will ensure the clarity, transparency and consistency of the admission requirements and their alignment with the language of instruction of the programme.

Furthermore, it should be noted that the admission requirements of the educational programme state: “Admission to the English-taught Educational Programme in Business Administration is carried out on the basis of the Unified National Examinations and mobility, or without taking the Unified National Examinations, in accordance with the legislation of Georgia and the internal legal acts in force at the University.”

Based on this provision, the programme document indicates admission on the basis of the Unified National Examinations as one of the admission routes. However, considering the level of the programme and the relevant legislative requirements, it is advisable that the admission requirements clearly and specifically define which type of examination and/or examination result constitutes the relevant basis for admission to the programme.

During the interviews, the University representatives confirmed that, for the Master’s Educational Programme, the relevant requirement is associated with passing the Unified Master’s Examination. However, this information is not directly and unambiguously reflected in the programme document. Consequently, the existing wording may not provide sufficient clarity to prospective applicants regarding the specific admission requirement applicable to the programme.

The Expert Panel considers that the admission requirements should be formulated clearly, unambiguously and in a manner that minimises the need for additional clarification for prospective applicants regarding the conditions of admission to the programme. This is particularly important in the case of a Master’s Educational Programme, where the precise specification of the type of admission examination constitutes essential information related to the level of the programme.

It is recommended that the relevant provision on admission requirements specify the particular form/type of the Unified National Examinations and explicitly state that, for admission to the Master’s Educational Programme, the relevant basis for admission is the fulfilment of the requirements of the Unified Master’s Examination. This

clarification will ensure the clarity and transparency of the admission requirements and their alignment with the level of the programme.

Evidences/Indicators

- Educational Programme
- Self-Evaluation Report
- Procedure for Determining Language Competence of Tbilisi Humanitarian Teaching University LLC
- Interviews with university representatives

Recommendations:

- It is recommended that the admission requirements and procedures be clarified by explicitly defining English language proficiency at B2 level as a mandatory prerequisite for the English-taught Master's Educational Programme in Business Administration, specifying the accepted forms of evidence and recognition criteria for internationally recognised certificates, and explicitly designating the Unified Master's Examination as the required admission examination, subject to the exceptions provided for by Georgian legislation.

Suggestions for the Programme Development

- It is advisable for the institution to specify the B2-level English language requirements in the document "Procedure for Determining Language Competence of Tbilisi Humanitarian Teaching University LLC". In particular, under Article 1 – General Provisions, paragraph (a) – English, the requirements for B2-level proficiency should be explicitly defined, as the current wording refers only to B1-level English proficiency.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Substantially

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The English-language Master's Educational Programme in Business Administration is structured to facilitate the development of practical, analytical, research, and transferable skills appropriate for Level 7 of the National Qualifications Framework. The SER indicates that practical competencies are cultivated through engagement with business scenarios, functional case studies, group projects, executive presentations, and strategic decision-making simulations.

The research component is structured around key academic courses, notably Research Methods for Business Students, and culminates in a mandatory Master's Thesis (30 ECTS) in Part II of the programme. According to the university's internal regulations and SER documentation, thesis supervisors guide students through research design, literature review, data interpretation, academic integrity standards, and citation conventions.

Transferable skills, such as critical thinking, executive communication, ethical reasoning, and collaborative problem-solving, are mapped across core modules including Strategic Communication, Research Ethics and Academic Integrity, and Managerial Economics.
The curriculum successfully embeds key practical and analytical components aligned with Master's level business education. An examination of course syllabi and the Module Handbook confirms that practical exercises, functional case studies (worth 20% of midterm evaluations in several courses), and project presentations are incorporated into the assessment schemes. These elements require students to diagnose complex business problems, evaluate market conditions, and defend strategic solutions.
However, the expert panel identified also areas requiring refinement to ensure the full operationalisation and rigorous evaluation of these skills. First, while syllabi establish dedicated assessment points for case studies and project presentations, several assessment rubrics employ generic language across different modules rather than field-specific criteria tailored to distinct management competencies. Second, as this is a newly established educational programme, actual student participation in ongoing faculty research projects or co-authored publications remains prospective. The HEI should establish formal institutional incentives and support mechanisms to promote student engagement in academic conferences and applied business research projects.
Overall, the programme substantially complies with Component 2.2. It provides relevant foundations for practical, research, and transferable skills, but full compliance requires explicit alignment of the Master's Thesis assessment rubric with the Part II PLOs and transparent, criterion-referenced scoring of students' research competence. The University should also establish formal support mechanisms and financial or academic incentives for Master's students to present research at academic conferences and participate in applied business research initiatives.

Evidences/Indicators

- Self-Evaluation Report (SER) and Annexes
- Educational Programme Description and Master's Thesis Syllabus/Instructions
- Module Handbook and Course Syllabi
- Sample Case Study Assessment Criteria and Presentation Rubrics
- Results of interviews with academic leadership, programme heads, and faculty members

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the University establish formal support mechanisms and financial/academic incentives to encourage Master's students to present research at academic conferences and participate in applied business research initiatives.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning

methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The English-language Master's Educational Programme in Business Administration incorporates student-centred teaching and learning methodologies. The SER and course syllabi outline a range of instructional approaches, including interactive lectures, seminars, group discussions/debates, Problem-Based Learning (PBL), functional case analyses, inductive/deductive reasoning methods, and project presentations. The teaching methodology aims to bridge theoretical knowledge with strategic managerial practice and promote independent, analytical thinking.

The declared teaching and learning methods generally align with the academic standards expected at the Master's level (NQF Level 7). Active learning formats, such as problem-based learning, case study analyses, and collaborative presentations, are appropriate for developing strategic decision-making and managerial problem-solving capabilities. The programme adopts student-centred teaching and learning methods that correspond to Master's level education.

Evidences/Indicators

- Self-Evaluation Report (SER)
- Module Handbook and individual course syllabi
- Institutional ECTS credit calculation regulations
- Interviews with academic staff, course instructors, and quality assurance officers

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Complies

2.4. Student Evaluation

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

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

At Tbilisi Humanitarian University, the assessment system is regulated in accordance with the Regulation Governing the Educational Process approved by Resolution N 01-2020 of the Academic Council of the University. The regulation and the current assessment system are aligned with Ministerial Order N3. Assessment criteria and points are detailed in the syllabi, with the points broken down and the minimum passing threshold for the final examination specified. As students noted, lecturers inform them about the assessment criteria at the beginning of the semester,

accordingly, students consider the assessment system and approaches to be transparent and fair. Students have access to the syllabi through the electronic portal.

The institution has an updated electronic portal equipped with modern functionality. During the demonstration of the portal, it was established that students can manage their academic records and examination schedules within a single platform, check lecturers' consultation hours, request documentation, and access learning materials.

Students have the opportunity to appeal assessment results both electronically, via email, and in person by submitting a written application. Interviews with lecturers and students confirmed the existence of a flexible system for consultations, appeals, and provision of feedback. Students expressed satisfaction with the quality of communication with lecturers and the administration.

Students evaluate courses through questionnaires, while the administration stated that it implements relevant changes based on feedback received from students.

The University has regulations in place concerning the protection of academic integrity and the prevention, detection, and response to plagiarism, as well as a regulation governing the use of generative artificial intelligence. In accordance with the regulation, the course leader/lecturer is authorised, taking into consideration the content and objectives of the course, as well as the principles of responsible and ethical use of artificial intelligence, to integrate the use of artificial intelligence into the course syllabus. In particular, the lecturer may determine whether the use of artificial intelligence is permitted within the course and to what extent.

However, the syllabi presented do not address issues related to the use of artificial intelligence, while students have limited awareness of this matter and have little knowledge of how or in what form their papers are checked, or whether the use of AI tools is permitted. In contrast, students demonstrated awareness of academic integrity issues. During interviews with lecturers, it was also confirmed that they check students' papers using the Turnitin platform. The University has an agreement with Georgian Technical University and also uses its databases for checking students' papers.

Although, overall, students are relatively well informed about the processes operating at the University, it is suggested that the administration ensure that students are adequately informed about the regulations governing the use of generative artificial intelligence, while lecturers, in accordance with the regulation, should reflect in the syllabi whether and to what extent the use of AI tools is permitted within the learning process.

Information on the regulations governing the preparation of the Master's thesis and research ethics standards is available on the University's website and is accessible to all interested parties.

The Regulation on the Preparation of the Master's Thesis includes information on the thesis supervisor, thesis structure, selection of the thesis topic, review process, defence, and assessment system. The Master's thesis is assessed once, with a maximum total score of 100 points.

The document provides the following information regarding the assessment components of the Master's thesis:

- Justification of the relevance of the topic, search for materials, selection and study of bibliographic sources, preparation of the research plan, and formulation of the hypothesis (maximum 20 points)
- Alignment of the Master's thesis with its objectives, analysis of the literature used, formulation of the main theses, research methodology, command of factual material, ability to analyse research findings, and scientific novelty (maximum 30 points)
- Coherence of presentation, argumentation, and the technical, stylistic, and grammatical correctness of the thesis (maximum 30 points)
- Content of the presentation and use of sources (maximum 10 points)
- Presentation design (formatting), presentation technology, and interaction with the audience (maximum 10 points)

The Master's thesis syllabus does not include detailed assessment criteria, while the criteria defined in the regulatory document are, in the experts' view, rather general. Accordingly, in order to ensure transparency and fairness in the assessment process and provide students with clear information about the assessment criteria in advance, it is recommended that the assessment components and criteria for the Master's thesis be specified in greater detail.

Evidences/Indicators

- Self-evaluation report
- Policy on Generative Artificial Intelligence

- Regulations governing the educational process
- Syllabi
- Website
- Interview results

Recommendations:

- It is recommended that the assessment of the Master's thesis be presented with a detailed breakdown of the points awarded for each assessment component, in order to ensure greater transparency and to enable students to have clear and advanced information about the assessment criteria and the distribution of points.

Suggestions for the Programme Development

- It is suggested that the administration ensure that students are adequately informed about the regulations governing the use of generative artificial intelligence, while lecturers, in accordance with the regulation, should reflect in the syllabi whether and to what extent the use of AI tools is permitted within the learning process.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Substantially

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centred environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student 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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The assessment of student support mechanisms at Tbilisi Humanitarian University revealed that the University provides a student-centred environment and demonstrates a clear commitment to the further improvement of its processes.

Interviews with students revealed that orientation meetings are held prior to the start of studies, during which students receive important information about their studies and the processes taking place at the University. Particular attention is paid to the adaptation of international students to the University environment. To support their integration, excursions and various outdoor activities are organised, helping students become better acquainted with the city and adapt more easily to their new social environment.

The University has a student services office, which provides students with consultations and appropriate support. Students also regularly receive information about exchange programmes and conferences via email. The University

takes into consideration students' individual needs. For this purpose, an individual study plan mechanism is in place, which is frequently used, among others, by employed students.
To support students' career development, employment fairs are regularly organised at the University. Where necessary, the administration assists students with CV preparation, interview preparation, and the development of relevant skills.
The University promotes students' involvement in research activities and various projects. Students participate in internal grant projects together with lecturers, and preference is given in the funding process to projects involving students. Student conferences are held twice a year, including university and international conferences, the organisation of which and students' participation in them are supported by the University.
The University has a Business Lab that promotes students' involvement in research activities and various projects. The University publishes papers prepared with students as co-authors. In addition, the University has memoranda of understanding with partner organisations that provide students with opportunities to participate in conferences free of charge.
The University cooperates with other higher education institutions, including European universities. Within the framework of these partnerships, both academic staff and students participate in practical and research programmes. To ensure student representation and participation, the University has a Student Self-Government. Students involved in the Self-Government participate in the activities of both the Academic Council and field-specific commissions, providing them with opportunities to contribute to matters related to the University and the educational process.
During the interviews, it was established that students are served and provided with consultations by several University units. The functions and responsibilities of individual offices and centres are defined in the relevant regulatory documents and are publicly accessible.
Overall, the University has well-developed student support services. Information on implemented and planned activities is published on the University's website and is publicly accessible.

Evidences/Indicators

- Self-evaluation report
- Report- Internationalisation Activities Implemented by the International Relations Service 2020–2025
- Regulatory Documents
- Website
- Interview results

Recommendations:

- None

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	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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The University does not currently have an active master's programme. However, it has developed instructions for the preparation of the master's thesis, which cover all key issues related to the master's thesis. In addition, the contracts of academic staff define their responsibility to be actively involved in providing consultations to students and supervising their research and/or practical components.

One master's thesis supervisor may supervise a maximum of three students with active status. According to the university's methodology for planning student enrolment, the ratio of academic staff to students is 1:20, while the proportion of affiliated academic staff among the personnel involved in the programme should be at least 40%. Within the framework of the master's programme in Business Administration, the HEI plans to admit a maximum of 20 students, including 12 students in the first year. Accordingly, the number of academic staff envisaged is in line with the planned number of students and the established target indicators.

The master's thesis is assessed by a reviewer, who provides a recommendation regarding the student's eligibility to proceed to the thesis defence. The thesis supervisor also provides a corresponding recommendation. As the programme is new and there is currently no other active master's programme at the university, the expert group was unable to assess information on consultations provided, completed theses, and assessment results. However, the regulatory documents currently in place at the University demonstrate that, once the master's programme is launched, students will be provided with the relevant consultations and support mechanisms related to the preparation of their master's theses.

The University's website provides information about the staff employed at the University, including academic staff. However, this information does not include the research profiles or main research areas of academic staff. Accordingly, it is suggested that the University ensure the development and public availability of updated research profiles of academic staff on its website, including, at a minimum, their research areas, main research topics, scientific publications, and participation in research projects. Making such information available would enable students to become better acquainted with the research activities of academic staff and, in accordance with their academic and research interests, identify an appropriate consultant or supervisor.

Data related to the supervision of master's students	
Number of master theses supervisors	10
Number of master's students	20
Ratio - supervisors of master's theses/master's students	1/3

Evidences/Indicators

- Self-evaluation report
- Instructions for Completing a Master's Project/thesis
- Website
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the University ensure the development and public availability of updated research profiles of academic staff on its website, including, at a minimum, their research areas, main research topics, scientific publications, and participation in research projects

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Complies

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

➢ The personnel management policy and selection procedures at HEI ensure the recruitment and employment of qualified staff for academic, scientific, and invited positions within the educational programme.

➢ 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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The recruitment, selection, and management of personnel for the English-language Master's Educational Programme in Business Administration at THU adhere to the Law of Georgia "On Higher Education" and Article 19 of the THU Charter. Academic positions are filled through transparent, competitive open selection procedures established by the Academic Council upon faculty proposals. Under applicable legal provisions, candidates are evaluated on merit, including one Assistant Professor elected on the basis of recognised professional qualifications and industry expertise.

The educational programme is delivered by a total staff of 13 personnel, comprising 10 academic staff (1 Professor, 7 Associate Professors, and 2 Assistant Professors) and 3 invited lecturers. Academic qualification standards are robust: 11 out of the 13 personnel (84.6%) - and 100% of the core academic staff - hold doctoral degrees (PhD or equivalent), while the remaining 2 personnel hold Master's degrees, including one awarded by an international higher education institution. Furthermore, 7 academic staff members hold doctoral degrees directly in the sectoral field of Business Administration and Management. Institutional sustainability is supported by a strong core of 5 formally affiliated academic staff members (50%), which comfortably exceeds the university's internal regulatory threshold of 40%.

Operational delivery and student support are well-maintained by an adequate administrative team of 10 personnel distributed across the Educational Process Management Department, Quality Assurance Service, Library, Career Development Service, and Information Technology Support.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[4]	Including the staff holding PhD degree in the sectoral direction[5]	Among them, the affiliated staff
Total number of academic staff	10	7	7	5
- Leading Professor	0	0	0	0
- Professor	1	1	1	0
- Associate Professor	7	5	5	4
- Assistant-Professor	2	1	1	1
- Assistant	0	0	0	0
Invited Staff	3	0	0	_
Scientific Staff	0	0	0	_
Including International Staff	0	0	0	0

Evidences/Indicators

- Official website of Tbilisi Humanitarian University : www.thu.edu.ge
- Statute of Tbilisi Humanitarian University
- Human Resources Management Policy
- Quality Assurance Policy
- Methodology for Planning the Student Contingent
- Methodology for Determining the Number of Academic and Invited Personnel
- Rules and Conditions for Affiliation of THU Academic Personnel
- Job Descriptions and Qualification Requirements
- Contract Samples
- CV-s of Academic and invited Staff
- List of personal involved in the implementation of the programme
- Personnel's workload schemes
- Personal workload information from EMIS
- Documentation on Hiring Academic Staff
- Documentations on Assessment of Personal's' Performance
- Documentation on Personnels' Satisfaction Surveys
- Educational Programme and Syllabi
- Site-visit Interviews
- Self-Evaluation Report Submitted by the University

Recommendations:

[4] Staff implementing the relevant components of the main field of study

[5] Staff with relevant doctoral degrees implementing the components of the main field of study

- None

Suggestions for the Programme Development

- It is suggested that the programme head to be affiliated with the University to ensure that his/her research and teaching activities are fully devoted to the effective implementation of the educational programme.

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

As it is mentioned above, the educational programme is a new programme. Therefor after the programme's launch, master's students will have qualified scientific supervisors from the academic and invited staff involved in the implementation of the programme whose academic, scientific-research, and professional experience corresponds to the topic of the master's thesis and the field of study of the programme. In accordance with the university's regulations, a single staff member may supervise a maximum of five bachelor's theses and three master's theses in a single semester.

The selection of a supervisor in the programme is carried out taking into account the correspondence between the topic of the master's thesis and the supervisor's competence. The master's thesis supervisor is required to oversee the process of preparing the master's thesis and to provide students with appropriate consultation regarding the research and the submission of the thesis for defence within the framework of contact hours.

The scientific supervisor helps the master's student select a research topic, define the research problem, formulate the research aims and objectives, search for and analyse relevant scientific literature, select the research methodology, process data, and interpret research results. The supervisor's support is particularly important in the process of formulating the structure of the master's thesis, academic argumentation, conclusions, and recommendations.

The master's thesis supervisor is approved by the Faculty Council at the beginning of the final semester, based on the recommendation of the Dean of the respective faculty. The master's thesis supervisor may be a member of the University academic staff: professor, associate professor, or assistant professor (see details in the table below).

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			
- Leading Professor	0	0	0
- Professor	1	1	0
- Associate Professor	7	5	4

- Assistant-Professor	2	1	1
Invited Staff	0	0	_
Scientific Staff	0	0	_
Including International Staff	0	0	0

Evidences/Indicators

- Instructions for Completing the Master's Project/Thesis
- Official website of Tbilisi Humanitarian University : www.thu.edu.ge
- Statute of Tbilisi Humanitarian University;
- Human Resources Management Policy;
- Quality Assurance Policy
- Methodology for Planning the Student Contingent;
- Methodology for Determining the Number of Academic and Invited Personnel;
- Rules and Conditions for Affiliation of THU Academic Personnel
- Job Descriptions and Qualification Requirements
- Contract Samples
- Instructions for Completing the Master's Project/Thesis
- Official website of Tbilisi Humanitarian University : www.thu.edu.ge
- Statute of Tbilisi Humanitarian University;
- Human Resources Management Policy;
- Quality Assurance Policy
- Methodology for Planning the Student Contingent;
- Methodology for Determining the Number of Academic and Invited Personnel;
- Rules and Conditions for Affiliation of THU Academic Personnel
- Job Descriptions and Qualification Requirements
- Contract Samples

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Complies

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

In general, the university fosters the professional development of its academic, research, and visiting staff—including, specifically, those involved in the implementation of English Language Master's Programme in Business Administration. It should be noted that in 2025, the university underwent re-authorisation. A new strategic development plan was prepared for this purpose, outlining the need to add master's degree programmes. The creation of an English-language master's programme was planned as part of this new strategy as early as last year. Market research was conducted in January 2026, and in March, a specialised commission/group was established by the Rector's order to work on developing the programme. The English-language bachelor's programme in Business had already received accreditation in the previous year. Consequently, the institution already had relevant personnel - specifically, academic staff selected earlier for the English-language bachelor's programme in business administration. English-language staff were initially selected in 2025, with additional staff subsequently recruited for the master's programme in 2026.

The University has in place a staff professional development strategy, according to which a staff development and assessment cycle has been defined, which includes the following areas: Personnel recruitment, Personnel selection, Personnel adaptation, Personnel performance management, Personnel evaluation, Personnel motivation, Personnel professional development, Personnel information management, Dismissal.

The university evaluates the performance of academic, invited, and administrative staff on an annual basis. The institution has developed appropriate regulations for the quantitative and qualitative assessment of staff activities—for example, the quantitative assessment and threshold limits regarding the annual contact sours, teaching-research, and methodological workload of academic staff. The institution has submitted the 2025 report on the evaluation of administrative and support staff, as well as the minutes of the 2025 meeting of the commission for evaluating the research productivity of academic staff. The university conducts staff satisfaction survey and utilises the results of the evaluation of the programme staff.

During interviews with academic and invited staff, it was noted that academic staff are required to participate in at least one conference annually and produce at least one publication every two years.

To enhance research productivity, it is suggested to establish a minimum requirement for academic staff of at least one publication within a specific timeframe (e.g., 3–5 years) in journals indexed in Scopus and Web of Science.

The Human Resources Department in cooperation with the involvement of other structural units and educational units, develops a professional development plan and, with the Centre for Continuing Education and the Quality Assurance Department, establishes a list of trainings, seminars and other events scheduled throughout the year, for both academic and invited, as well as for administrative and support staff. The aim of these professional development programmes is to enhance the professional competence of academic and invited staff in areas such as disciplinary development and academic evaluation strategies. Research and teaching methods; Use of new technologies in the teaching and research process.

Funds for the professional development of staff are allocated within both the university/school budget and the programme budget. Interviews with academic and invited staff confirmed that the university provides funding for research activities, as well as training sessions and workshops. These opportunities are available to non-affiliated and invited staff as well, although priority is given to affiliated staff. The institution has established procedures for funding scientific business trips, implementing internal grant projects, and planning training sessions for administrative and academic staff. Staff members are eligible to benefit from these regulations. For example in 2026 the University organised a training session titled "Modern Teaching Methods" was held for the university's academic and invited staff within the framework of the memorandum signed between Tbilisi Humanitarian University and the "Innovative Education Centre." The training was conducted via the Zoom online platform, and bilingual certificates were issued to the participants.

Evidences/Indicators

- University Internal Regulations
- Staff Professional Development Strategy
- Human Resources Management Policy
- Quality Assurance Policy
- Rules for Funding Scientific Activities
- Rules for Funding Scientific Business Trips
- Strategic Plan for the Development of Scientific Activities"
- Rules for Funding Internal Grant Projects
- Rules for Attracting Foreign Students, Academic/Scientific and Visiting Personnel and Determining Language Competency
- Rules for Planning Trainings for Administrative and Academic Personnel
- Labour Contracts
- Regulations of the Centre for Continuing Education
- Annual Action Plan of the Centre for Continuing Education
- University Consolidated Budget
- Programme Development Budget (2027-2028)
- University Website: www.thu.edu.ge
- Site-visit Interviews
- Self-evaluation Report submitted by the University

Recommendations:

- None

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

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

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

Currently the University serves 750 students. The university has the material resources necessary for carrying out educational activities. The university owns a two-wing building, with its own yard, recreational area, aa stadium.

The university building is equipped with sanitary-hygienic facilities on every floor, heating and ventilation systems. The university has an environment adapted to modern standards for persons with special needs. The university building has a foyer on every floor with student spaces, and a separate cafeteria.
In the University building there are classrooms with natural lighting, rooms (offices) for accommodating administrative and support staff equipped with appropriate inventory, space for group work, an adequately equipped library, labs/clinics corresponding to the field-specific specifics, teaching simulation/imitation rooms, and so on. However, it is suggested that the business laboratory should be equipped with appropriate equipment, computers, and the computer software necessary for business-related instruction. The university has fire-prevention and other safety-ensuring mechanisms, as well as a mechanism for ensuring order, and has the corresponding equipment/inventory.
The university library infrastructure provides users with information and communication technologies, the Internet and includes: Legislative Herald of Georgia; Reading room; Group space; Computer resource centres; Access to electronic library resources, as well as the Legislative Herald of Georgia, and others.
The library operates from 9:00 AM to 9:00 PM, Monday through Saturday. Tbilisi Humanitarian University LLC library offers users a constantly updated book collection. Information about new books is systematically posted on the website and social networks so that the user is informed about the availability of new resources. The library provides the production of reading material "readers" in both printed and electronic form. The printed reader is available in the reading room, and the electronic one is available on the corresponding portal. The mentioned resources are processed in accordance with the library rules and are placed in the library's electronic search catalogue.
The university identifies literature included in the syllabi of educational programmes and ensures its accessibility in the library's book collection in printed or electronic form. Mandatory literature specified in the syllabi is available in the library; only three books—which have already been purchased—are currently awaiting delivery in the coming days. The institution has provided receipts confirming the purchase of these books. Students can access scientific databases both from university premises and from home, following the appropriate authentication process. The institution's library provides access to all scientific databases available to the library consortium in Georgia.
The material resources owned and possessed by the university ensure the realization of the goals of the Master's educational programme in Business Administration and the achievement of the planned learning outcomes.

Evidences/Indicators

- Tbilisi Humanitarian University's information technology management policies and procedures;
- Library electronic catalogue;
- University library regulations and rules for using the reading room;
- Electronic learning database;
- University website: http://thu.edu.ge/ka
- Site-visit Observation
- Site-visit Interviews
- Self-evaluation Report Submitted by the University

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the business laboratory should be equipped with appropriate equipment, computers, and the computer software necessary for business-related instruction.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

The formation of the university, schools and programme budgets is carried out with the participation of all interested parties and represents a complex process, for which a budget calendar is drawn up. The projected budget indicators of the master's programme planned for 2027 and 2028 make it possible to fully cover the costs associated with the implementation and development of the programme. It should be noted that the dividend envisaged in the draft budget also represents, if necessary, a resource for reinvestment in the sustainability and development of the programme.

According to the 2027-2028 Budget for the Master's Programme in Business Administration the main source of income is students' tuition fee (7000 GEL per year). The University plans to receives 12 students in 2027 and serve total 20 students enrolled at the master's programme in 2028. Other sources of income are Business Lab Revenue and Founder's investments. The university operates with a two-year consolidated budget. As revealed during an interview with university administration representatives, based on its strategic goals, the university can invest in programmes that may not be profitable in the initial stage; such programmes typically become profitable starting from the second year. Regarding the English Language Master's Programme in Business Administration total expenses in the first year exceed the total revenue by almost 16500 GEL. In the second year the situation changes and total revenue exceeds total expenses almost by 19000 GEL. The university's consolidated two-year budget shows a surplus more than 1000000 GEL, ensuring the financial sustainability of university programmes, including the English Language Master's Programme in Business Administration.

Evidences/Indicators

- Programme Budget
- University Budget
- Site-visit Interviews
- Self-evaluation Report Submitted by the University

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 utilised for informed decision making and programme development.

5.1 Internal Quality Evaluation

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

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

Based on the review of the internal quality assurance assessment instruments and the interviews conducted, it can be noted that the University has developed a quality assurance policy and relevant procedures based on the "Plan–Do–Check–Act" (PDCA) principle. The quality assurance system includes internal quality assurance mechanisms for educational programmes, their periodic monitoring and evaluation, stakeholder involvement, and the assessment of learning outcomes.

The development of the educational programme is assessed using various instruments. The assessment process includes survey questionnaires, as well as programme and course evaluation forms aimed at verifying the programme's technical compliance. In addition, based on the decision of the Sectoral Programme Development Committee and the Programme Head, the existing or planned educational programme may be benchmarked against comparable international programmes. Such benchmarking represents an effective mechanism for the further development and improvement of the educational programme.

The programme is evaluated through surveys of various stakeholders. The University has developed the following questionnaires:

- Programme evaluation by students;
- Programme evaluation by academic and invited staff;
- Programme evaluation by graduates;
- Programme evaluation by employers;
- Graduate employment survey;
- Evaluation of the internship/practice placement and supervisor by students;
- Evaluation of the supervisor of the student's scientific/research paper by students.

These assessment instruments enable the University to collect feedback from key stakeholders and use the findings to inform the further development and improvement of the educational programme.

The assessment of the learning outcomes of the educational programme is carried out through both direct and indirect methods. Direct assessment involves the analysis of students' academic performance, the curriculum, and assessment rubrics, while indirect assessment is conducted through the analysis of questionnaires developed by the Quality Assurance Office.

Direct assessment is carried out by the Programme Head in coordination with the Quality Assurance Office, whereas indirect assessment is conducted by the Quality Assurance Office. For each learning outcome, the target benchmark is defined based on the normal distribution of students' academic performance. A deviation of 20% from the normal distribution range triggers a review of the respective learning outcomes and the mechanisms for their achievement. Performance against the established benchmarks is monitored, and visual representations are prepared to facilitate the observation of progress or regression in the achievement of learning outcomes.

The academic and invited staff involved in the implementation of the educational programme are evaluated by the Quality Assurance Office. The evaluation of administrative and support staff is conducted by the Human Resources Management Office in coordination with the Quality Assurance Office. The evaluation of academic and invited staff

is aimed at supporting the effective performance of their functions and ensuring the continuous assessment of their professional activities. The key objectives of staff evaluation include identifying staff capabilities and supporting their further professional development; identifying strengths and areas for improvement; supporting the enhancement of the quality of research activities; and identifying research priorities.
Based on the assessment instruments provided and the studies conducted by the University during the previous academic year, as reflected in the additional documentation, it was identified that, for the existing educational programmes, the University has relevant mechanisms and instruments that enable programme staff and those responsible for the programme content to assess programme implementation processes, identify the strengths and areas for improvement of the programme, and use the results obtained in programme-related decision-making and further programme development.
The interviews also confirmed the cooperation of programme staff with the Quality Assurance Office in planning and implementing the programme quality assessment process.
Although the involvement of employers in the development of the educational programme was confirmed during the interviews, it is noteworthy that only a limited number of employers were involved in the process, and the participation of a sufficient and diverse range of potential employers in the assessment of the programme objectives, learning outcomes, and curriculum was not evident.
Furthermore, the personnel involved in the implementation of the educational programme confirmed their participation in the development of individual courses; however, based on the evidence provided, their systematic involvement in the formulation of the programme objectives and learning outcomes was less evident.
In the case of a new educational programme, it is advisable to define more clearly the forms and scope of stakeholder involvement, the mechanisms for using the feedback received, and the process for making relevant decisions. It is also advisable for the Quality Assurance Office to have an appropriate instrument tailored to the evaluation of a new educational programme and to the specific needs of those responsible for the programme content, ensuring the systematic documentation of programme development, evaluation, and subsequent improvement processes. When assessing internal quality assurance mechanisms, in accordance with the accreditation standards, it is important to determine the extent to which the personnel involved in the educational programme use the information obtained through quality assessments in programme-related decision-making processes and the extent to which assessment results are reflected in the development and improvement of the programme.
In this regard, it is important for the University to clearly demonstrate how the results obtained through the implementation of quality assurance mechanisms are used for programme development. In this respect, it is important to clearly identify needs and areas for improvement based on assessment results, develop and implement appropriate response measures, provide a rationale for the decisions taken, and document the changes implemented. Furthermore, appropriate monitoring of the decisions taken and measures implemented should be ensured to enable the assessment results to be consistently reflected in the further development and improvement of the programme.

Evidences/Indicators

- Quality Assurance Office Policy
- Results and use of employer evaluations
- Reports on the quality assurance mechanisms implemented by the University during the previous academic year
- Self-Evaluation Report
- University's official website (Link: https://www.thu.edu.ge/en)
- Interviews with university representatives

Recommendations:

- It is recommended that the quality assurance mechanisms clearly include appropriate instruments to demonstrate the involvement of stakeholders in the development of the new educational programme and the consideration of their feedback in the development and subsequent enhancement of the programme's

objectives, learning outcomes, and curriculum.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Substantially

5.2 External Quality Evaluation

The programme periodically analyses the results of external quality evaluations and the implementation of received recommendations, which are used for the programme's development.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

In order to ensure the continuous improvement of the educational programme, its alignment with relevant field-specific requirements, and its further development, the University uses external quality assurance mechanisms. This mechanism involves the evaluation of the educational programme by external experts with relevant qualifications and professional experience in the field, whose assessments and recommendations are used in the programme development process.

Within the framework of the educational programme under review, the programme was evaluated by two local specialists in the field.

The educational programme was positively evaluated by the external reviewers. In the course of the evaluation, the experts also provided observations and recommendations aimed at the further development of the programme, improvement of its content, and refinement of individual programme components.

Based on the review of the documentation provided, the expert group identified that the recommendations and advice provided by the external reviewers were considered by the University and, where appropriate, incorporated into the programme development process. In particular, relevant changes were reflected in the updated version of the educational programme, indicating the practical use of external evaluation results and their integration into the quality improvement process.

A comparative analysis was also conducted during the development of the educational programme. Based on the review of the documentation provided, it was established that the comparative analysis examined individual characteristics of relevant educational programmes. However, it is not sufficiently clear from the analysis which specific findings and results were used in defining and improving the content, structure, and individual components of the educational programme.

At the same time, for the further development of the existing external quality assurance practice, it is important for the University to define and document more clearly the procedures for implementing external quality assurance mechanisms, including the frequency of evaluations, the principles for selecting external evaluators, the stages of reviewing evaluation results, and the ways in which these results are used in the programme development process. It is also important that the documentation clearly demonstrates what specific changes were made to the educational programme and in which areas the programme was improved as a result of the recommendations and findings obtained through external evaluation, comparative analysis, and other assessment mechanisms. This would contribute to a more results-oriented quality assurance process, the effective use of feedback received, and clearer documentation of programme development within the PDCA cycle.

Overall, the existing external evaluation practice at the University provides a basis for the independent field-specific assessment of the educational programme and its further improvement. More systematic documentation of these mechanisms and clearer linkage between evaluation results and specific changes made to the educational programme would further strengthen the systematic nature and effectiveness of external quality assurance.

Evidences/Indicators

- Quality Assurance Office Policy
- Self-Evaluation Report
- External Evaluators' Assessments
- Interviews with university representatives

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the University more clearly document the specific changes and improvements made to the educational programme in response to feedback and recommendations provided by external evaluators, thereby strengthening the link between external evaluation results and the subsequent development and improvement of the programme within the PDCA cycle.

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.

Assessment and Analysis of the Educational Programme's Compliance with the Requirements of the Standard Component

For the systematic assessment, review, and continuous improvement of the educational programme, the University has established relevant policies and mechanisms developed by the Quality Assurance Office. These mechanisms provide for the assessment of the educational programme by various stakeholders, including students, academic and invited staff, graduates, and employers.

In addition, the quality assurance process includes graduate employment surveys, students' assessment of internship sites and internship supervisors, as well as students' evaluation of supervisors of scientific/research papers. These mechanisms facilitate the systematic collection of diverse feedback on the implementation of the educational programme.

Furthermore, the University has established a practice of peer evaluation among lecturers, which contributes to the refinement of teaching and learning methods and tools and supports the further development of the educational process. One of the mechanisms for the development and enhancement of the educational programme is the assessment of learning outcomes, which incorporates both direct and indirect assessment methods. In addition, relevant target benchmarks have been established for assessing the achievement of learning outcomes by graduates. The University also has a practice of conducting comparative analyses of its educational programmes against relevant programmes offered by other higher education institutions.

The existence of these mechanisms and procedures provides a basis for the systematic monitoring and periodic assessment of educational programmes. However, as the educational programme submitted for accreditation is new, a number of assessment instruments have not yet been implemented specifically in relation to this

programme. Accordingly, during the site visit, the accreditation expert group requested supporting documentation on the implementation of assessment mechanisms within other educational programmes of the University.
The documentation provided confirms the University's practice of implementing the relevant assessment mechanisms and collecting feedback. At the same time, based on the analysis of the documentation and the results of interviews, in some cases the process of defining specific improvement measures based on assessment findings, implementing such measures, and subsequently monitoring their outcomes is less clearly demonstrated, particularly where assessment results indicate a need for improvement.
In this regard, in order to provide clearer evidence of the effectiveness and practical application of the University's quality assurance system, it would be beneficial to further strengthen the link between assessment findings and subsequent follow-up actions. In particular, the University should systematically identify appropriate improvement measures based on the issues identified, document their implementation, and subsequently monitor the outcomes achieved. Such an approach would facilitate the effective use of assessment findings in the development and continuous improvement of the educational programme and provide stronger evidence of the effective implementation of the continuous quality improvement process and the PDCA cycle.

Evidences/Indicators

- Quality Assurance Policy of Tbilisi Humanitarian Teaching University (Link: https://www.thu.edu.ge/img/dxp/xarisxis-uzrunvelyofis-politika-682b09603a2f5.pdf)
- Results of the assessment of the educational programme by employers
- Results of the quality assurance mechanisms implemented by the Quality Assurance Office during the 2024–2025 academic year
- Self-Evaluation Report
- University's official website (Link: https://www.thu.edu.ge/en)
- Interviews with university representatives

Recommendations:

- It is recommended that the University systematically analyse educational programme assessment results, identify areas requiring improvement, implement appropriate follow-up measures, and document and monitor their effectiveness to ensure that assessment findings are effectively used for the continuous enhancement of the educational programme.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Substantially

Attached documentation (if applicable):
none

Signatures:

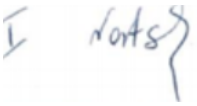
Chair of Accreditation Expert Panel

Stefan Handke



Accreditation Expert Panel Members

Ia Natsvlishvili





Keti Tskhadadze

Tatia Kharabadze



Tamari Razmadze

